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ABSTRACT

A rapid feedback evaluation of the federal career education incentive program was conducted to compile readily available information regarding the implementation of career education under the Career Education Incentive Act (PL 95-207). Attention was directed toward the activities and accomplishments of the four major actors in the career education program that were named in the legislation: the Office (now Division) of Career Education (OCE), the National Advisory Council for Career Education, state education agencies, and intermediate and local education agencies. Information relating to the performance of each of these groups was obtained through analyses of program records and visits to selected states and locales. Although the data gathered in this manner was readily obtainable, and in no way represents a total picture, it can be inferred that PL 95-207 funds are serving the purposes envisioned by Congress when it passed the Incentive Act. All but three states have become active participants in the federal career education program. OCE is providing advice and assistance to states as well as using discretionary funds to address needs common to several, if not all, of the states (such as information on exemplary programs, etc.). States are using the Incentive Act funds as prescribed by the Act. Thus, in spite of the relatively small amount of funds appropriated for career education, substantial progress appears to have been made at the national, state, and local levels in developing commitment to career education and in instilling career education into the educational system at the K-12 levels. (KC)

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RAPID FEEDBACK EVALUATION
OF
THE CAREER EDUCATION INCENTIVE ACT PROGRAM

Phase II Technical Report

by

The American Institutes for Research
Palo Alto, California

for

The Office of Career Education
and
The Division of Program Assessment
Office of Evaluation and Program Management
U.S. Department of Education

June 1981

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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SUMMARY

A rapid feedback evaluation of the federal career education incentive program was conducted to compile readily available information regarding the implementation of career education under the Career Education Incentive Act (PL95-207). Attention was directed toward the activities and accomplishments of the four major actors in the career education program that were named in the legislation: the Office (now Division) of Career Education, the National Advisory Council for Career Education, state education agencies, and intermediate and local education agencies. Information relating to the performance of each of these groups was obtained through analyses of program records and visits to selected states and locales.

Office of Career Education

The Incentive Act charges the Office of Career Education (OCE) with responsibility for administering the incentive and discretionary funds appropriated under the Act and for providing national leadership to enhance the implementation of career education. Administration of state incentive grants was hampered by delays in the appropriation process, delaying the anticipated schedule for implementation of the Incentive Act by approximately one year. Due to a shortage of staff, substantial delays also occurred in OCE's review of the states' five-year plans and their FY80 annual performance reports. However, because of the previously-mentioned delays in the appropriation process, the additional time required for OCE to complete these tasks has not held up the release of incentive grants to the states.

The Incentive Act also authorizes OCE to reserve up to six percent of the total appropriation each year for administration and discretionary purposes. OCE elected to utilize these funds to accomplish three objectives relating to the implementation of career education.

- Dissemination of information about federal sources of occupational information. FY79 funds were made available to cover the costs of printing and distributing 62 00 copies of the National Occupational Information Coordinating Committee's (NOICC) publication, NOICC-Related

Activities: A Review of Federal Programs. FY80 funds were made available to cover the costs of printing and distributing an additional 21,500 copies of the U.S. Department of Labor publication, A Counselor's Guide to Occupational Information: A Catalog of Federal Career Publications.

- Identification and dissemination of exemplary K-12 career education programs. Funds were added to an existing National Diffusion Network contract with Capla Associates to provide technical assistance to states seeking to identify exemplary career education projects to adopt or adapt, or seeking to disseminate information regarding their own exemplary projects.

- Development of partnerships with community organizations. Two contracts were awarded to InterAmerica Research Associates, Inc., to conduct a series of local, regional, and national conferences aimed at involving community organizations in the implementation of career education at the national, state, and local levels.

A fourth intended use of discretionary funds in FY80 had been to support several demonstration projects that would evaluate the outcomes of the 54 elements of a comprehensive K-12 career education program outlined by Hoyt (1977). However, a delay on the part of the ED Grants and Procurement Management Division resulted in the return of over $500,000 in Incentive Act funds to the Treasury. These projects were funded out of FY81, rather than FY80, funds.

Apart from the InterAmerica Research Associates contracts to foster the development of partnerships with community organizations, OCE devoted relatively little of the discretionary resources to national-level leadership. Yet its accomplishments in this area were substantial. Since the Incentive Act was enacted, the number of documents and reports published by OCE, and the number of speeches and presentations given by OCE, have increased substantially. Fifty-eight mini-conferences were conducted, and collaborative relationships between State Career Education Coordinators and a number of community organizations were established and maintained. However, an informal survey revealed that the nation's largest business, industry, and labor organizations were significantly less aware of and involved in career education per se than were community organizations, though they were highly supportive of the goals of career education.

National Advisory Council for Career Education

The National Advisory Council for Career Education (NACCE) was established in 1974; however, its scope was expanded under the Incentive Act. Due to a delay in obtaining appointments for the new members, as well as for replacements for old members whose terms had expired, the Council was not able to meet at all in calendar year 1979. However, it resumed functioning in 1980, meeting five times during that 12-month period. The Council heard testimony regarding the importance of career education and issues to be resolved in its implementation from approximately 55 individuals representing business, labor, community organizations, and higher education. Numerous resolutions were adopted, and 22 specific recommendations were transmitted to the Secretary of Education.

State Education Agencies

A total of 47 states, plus the District of Columbia, Puerto Rico, and selected insular areas, participated in the career education incentive program in FY79 and FY80. While at least 80 percent of the funds received by these states was to be disbursed to intermediate and/or local education agencies, up to 10 percent could be used in FY79 (5% in FY80) for state-level administration and another 10 percent could be used to support state-level leadership activities.

Analyses of approximately half of the FY80 annual reports revealed that, on the average, states reserved only about 16 percent of their FY79 funds to cover state-level administration and leadership activities. These funds were about evenly divided between administration (primarily personnel costs) and leadership (primarily training, development/dissemination of materials, and state-level needs assessments and evaluations). The remainder of the states' allotments (84%) was passed on to intermediate or local education agencies, primarily for infusing career education into instructional programs and for career guidance. Examination of the objectives addressed by the states revealed similar priorities, although many more objectives were specified for state-level than for intermediate/local-level activities. States reported that they had been reasonably successful in achieving their FY79 objectives, with average success rates of 89 percent for state-level objectives and 94 percent for IEA/LEA-level objectives. Nearly one-third of the states reported achieving all the objectives they had set, in spite of lower-than-expected federal appropriations.

Visits to a sample of nine of the participating states provided more detailed information regarding the extent of support for career education within the states and the extent to which the states' programs had been strengthened as a result of the Incentive Act. Support for career education was found to be strong in the majority of the states visited, with seven of the nine states using state funds as well as Incentive Act funds to support career education activities. Three of the states indicated that their overall level of support for career education implementation had increased since receipt of PL95-207 funds; this is particularly noteworthy in view of the fact that no non-federal matching was required in FY79. All the states visited were conducting (or had contracted for) a number of state-level leadership activities, with the emphasis being on training and collecting/evaluating/disseminating career education materials and resources. Slightly over half of these leadership activities were viewed as "new" efforts by the states; the Incentive Act thus appears to have resulted in a substantial increase in state leadership activity. While a high level of participation of business and community groups in these states' career education efforts was found, much of this involvement appeared to have originated prior to the Incentive Act. This was not true, however, for intermediate and local education agency involvement: nearly one-half of the grants awarded by the states went to IEAs/LEAs that had not previously been involved in career education implementation. The Incentive Act thus appears to have also contributed significantly to career education implementation at the intermediate/local levels.

Intermediate/Local Education Agencies

Seven IEAs and 24 LEAs, each of which had obtained FY79 PL95-207 grants were also visited. At each site, interviews were conducted with project directors, local coordinators, and other staff to collect indicators of PL95-207 program performance at the sub-state level.

In general, grants averaging about $36,000 to regional educational service centers allowed these IEAs to provide inservice training and other forms of technical assistance to LEAs in their jurisdictions. Since they were generally dependent upon outside funding for all their operations, the IEAs contributed few non-federal resources to these activities.

This was not so true for the LEAs visited, where the Incentive Act grants, which averaged $33,000 for a 12-month period, constituted only about 38 percent of the total career education budget. Additional support for career education was also obtained from local education funds, state funds, federal programs such as vocational education and ESEA Title IV, and other non-governmental funds. Thus, even though matching funds were not required of the LEAs, the FY79 Incentive Act grants appeared to be providing a useful supplement to state, local, and other resources.

Roughly 58 percent of the teachers in these districts (62 percent at grades K-6, 53 percent at grades 7-12) were estimated to be using a "careers emphasis" regularly in their teaching--up from about 30 percent during the 1978-79 school year. An even higher proportion of counselors was reported to be actively supporting career education implementation (62 percent at the elementary level, 78 percent at the secondary level). Almost 85 percent of the local respondents indicated that the availability of PL95-207 funds had contributed to these significant increases. In keeping with this picture of high activity levels, 65 percent of the funded districts reported the existence of a local career education action council, with an average of 16 members representing primarily business and professional organizations; representatives of labor, community, and handicapped or special needs organizations were less often represented.

Conclusions

While the results of this brief evaluation are based only on data that were readily available and/or easily obtainable and in no way represent a comprehensive picture of the status of career education in the country as a whole, it is apparent that PL95-207 funds are serving the purposes envisioned by Congress when it passed the Incentive Act. All but three states (New Mexico, South Dakota, Nevada) have become active participants in the federal career education program. In administering the program, OCE is providing advice and assistance to individual states as well as utilizing the discretionary funds to address needs common to several, if not all, of the states (i.e., dissemination of information on exemplary projects, promoting involvement of community organizations). Moreover, OCE is playing an active role in providing national leadership, and this role has been assisted by the activities of the National Advisory Council for Career Education. States are utilizing the Incentive Act funds as prescribed in the legislation, with more than the requisite 80 percent of FY79 funds being transferred to intermediate or local education agencies. At the same time, states are maintaining and even increasing their own investments in career education. Even given rather meager state-level career education staffing, state leadership is being exercised at an accelerating rate in the majority of states visited. In line with the collaborative nature of career education, considerable resources are being provided by other state and federal education programs and by the private sector--business, labor, industry, professional, government, civic and community organizations. In most districts where FY79 PL95-207 grants have been received, the schools seem well advanced toward complete career education involvement--involvement that contains most of the career education elements prescribed by the OCE (Hoyt, 1977). Thus, in spite of the relatively small (by federal stand- ards) amount of funds appropriated for career education, substantial progress appears to have been made, at the national, state, and local levels, in developing commitment to career education and in instilling career education into the educational system at the K-12 levels.

Still to be implemented at this stage of the Incentive Act Program (approximately two years into the planned five-year funding of the Act) are the following: (1) coordinated state- or local-level plans for evaluating and reporting on the impact of career education; (2) investments in preservice training designed to prepare new education personnel for using career education concepts; (3) active involvement of organized labor, especially NEA and AFT state and local affiliates; and (4) active involvement of organizations representing the handicapped and other special needs populations. These areas could fruitfully receive more attention in the future.

Implications for Further Evaluation

Information relating to many of the activities specified in the Evaluable Program model for the Career Education Incentive Act was found to be readily available and/or easily obtainable. This was particularly true for the Office of Career Education (OCE) and the National Advisory Council for Career Education (NACCE). Obtaining estimates of program performance at the state and local levels was somewhat more problematic. The annual reports submitted by the states contained a great deal of information regarding the uses the states had made of their Incentive Act funds. However, wide variation among the states in both the type and specificity of the information provided made it difficult to make cross-state comparisons or generalizations based on these data. This problem was compounded at the intermediate and local levels. Not only did the states differ substantially in the kinds of information they provided regarding the accomplishments of IEAs/LEAs that received Incentive Act funds, there was no basis for generalizing from this sample of IEAs/LEAs to the country as a whole. Thus, while much is clearly being accomplished with Incentive Act funds, it is not possible to determine, with current data sources, the extent to which nationwide implementation of career education is increasing.

Clarifications and modifications in the reporting procedures that were recommended during the course of the rapid feedback evaluation should improve the quality of state and local data available in future years, providing a basis for systematic program administrative and performance monitoring. Two additional kinds of evaluation activity were also recommended for OCE consideration. First, to address the question of the extent to which the Career Education Incentive Act is contributing to more widespread implementation of career education, which cannot be answered through these monitoring functions, a systematic nationwide survey of IEA/LEA (and, perhaps, institution of higher education) implementation of career education was proposed. Using the data from a 1974-75 (pre-Incentive Act) survey as the baseline, increases in both the level and intensity of implementation since that time could be assessed. Further, in conjunction with the information supplied in the states' annual reports, the extent to which these increases could be attributed to the Incentive Act could be determined. The second possible future evaluation activity concerns the identification of additional exemplary career education projects at the intermediate or local levels that were supported with PL95-207 funds. The identification of such exemplary projects would contribute to the eventual goal of increasing career education implementation nationwide. For those projcts found to possess adequate evaluation data or potential to obtain such data, assistance might be provided to prepare summaries and submit them for review by the ED Joint Dissemination Review Panel.

The Incentive Act as a Model for Federal Aid to Education

In addition to providing preliminary information on the extent of implementation of career education, the rapid feedback evaluation also provided some insight regarding the feasibility and desirability of an incentive approach to federal aid to education. Unlike many programs of federal assistance to education, the Incentive Act started with a fundamental premise that career education was a state and local rather than a federal responsibility. It mandated nothing: states were free to accept or reject the formula-based funding in accordance with their own priorities.

In many respects, then, the Incentive Act has functioned as a modified block grant program, containing many of the benefits and few of the drawbacks associated with recent block grant policy initiatives. There is modest accountability, in that states are required to select from a large but finite list of acceptable activities and then to report annually on how much was spent on each type. The law requires funding for later fiscal years to be reduced to the extent that states are unsuccessful in attaining the objectives they have set for themselves. States are also required to "pass through" a minimum of 80 percent of the funds received, permitting a modest amount of state leadership while precluding the creation of a top-heavy bureaucracy. Finally, the Incentive Act acknowledges that while career education implementation is ultimately a state and local _responsibility_, there is a legitimate and necessary federal _leadership_ role, which is to be exercised within the bounds imposed by six percent of the total annual appropriation--a proportion that virtually preempts the claim of bureaucractic inefficiency. As Department of Education policymakers and the Congress debate the relative merits of categorical versus block grants during the coming months, the success achieved by PL95-207 deserves attention as a possible model of relatively unobtrusive, flexible, efficient, and apparently effective federal aid to education.

I. INTRODUCTION

This report presents the results of a rapid feedback evaluation of the extent to which PL95-207, the Career Education Incentive Act of 1977, has enhanced the implementation of career education in America. This evaluation was the second part of a two-phase study. The first part represented an "evaluability assessment" of the Incentive Act program--an attempt to clarify program objectives and logic and determine the most useful indicators of program performance--both for improving program management and for demonstrating program accountability. The seven-month evaluability assessment, reported in the Phase I Technical Report (American Institutes for Research, 1980), literally set the stage for this rapid feedback evaluation, in particular by identifying the basic program parameters to which it would attend and the data that would be collected in carrying it out. Major findings of the evaluability assessment will be discussed later in this chapter.

The Career Education Incentive Program

Career education emerged in the early 1970s in response to a call for educational reform. Serious criticisms of the nation's educational system had been voiced by a wide variety of groups, including parents, students, the business-industry-labor community, and the general public. While the specific concerns varied, most centered around the failure of education to relate more satisfactorily to the world of work and to prepare individuals to assume a productive role in our society.

Initially, "career education" was intentionally left undefined by the U.S. Office of Education (USOE), to permit local educators wide discretion in evolving their own career education concepts. During the mid-70s, however, a set of programmatic assumptions and objectives emerged which, taken together, represented a rough operational definition of career education (Hoyt, 1975, 1977). A number of pilot and demonstration programs supported by the federal government through Parts C and D of the Vocational Education Act, the Education Amendments of 1974 Special Projects Act, and the National Institute of Education generated widespread interest in and commitment to career education throughout the country. By 1976, two-thirds of the states had formally endorsed career education as an educational policy and over half of the states had appointed (and were supporting from state funds) a full-time coordinator of career education activities (McLaughlin, 1976). Moreover, the results of preliminary surveys and evaluation studies revealed that career education not only enhanced student career awareness and decision-making skills, but also had a beneficial impact on basic educational skills (Hoyt, 1980).

However, many states and local education agencies (LEAs) lacked the resources to initiate activities necessary to implement career education (e.g., teacher training, materials acquisition), and many others had only been able partially to implement career education (e.g., in a few schools or at a few grade levels). The Career Education Incentive Act was enacted as a short-term catalyst designed to provide a portion of the start-up funds needed to achieve implementation in those state and local education agencies already committed to installing career education throughout their educational systems. In considering the legislation, Congress explicitly recognized that if career education was going to be successful, it must be implemented at the grass-roots level: ultimately state and local funds and direction would have to be relied on. But, at the same time, Congress felt that "there is a proper federal role for providing the initial funding for these activities, for coordinating the development of state and local planning, and for evaluating and disseminating the results obtained" (Senate Committee on Human Resources, Report on Career Education Incentive Act [S.1328], 1977, p.13).

The stated purpose of the Career Education Incentive Act was to provide federal financial incentives to states, for up to five years, to enable state and local education agencies to develop or strengthen career education at the elementary, secondary, and postsecondary levels. The Act reflected a new funding approach by authorizing decreasing levels of federal support with a mandatory phase out after five years. At the same time, states and LEAs that elected to participate would be required to assume increasing shares of the nonfederal costs. Further, the amounts of funds authorized under the law were small by federal program standards: authorizations for the basic (K-12) program were $50 million in FY79, $100 million in FY80 and 81, $50 million in FY82 and $25 million for FY83; the postsecondary demonstration program was authorized at $15 million per year for fiscal years 79-83.* Thus, the funding levels and mechanisms were clearly consistent with Congress' objective to provide encouragement for interested states and LEAs to implement career education, but not to underwrite fully the costs of implementation or maintenance.

The majority (over 90%) of the funds authorized and appropriated under the Act were to be awarded to states (and insular areas) for support of state- and local-level implementation. However, the law stipulated that up to six percent of the funds could be reserved at the federal level for administration of the Act, for model program grants, and for information dissemination activities. The Office of Career Education (now the Division of Career Education) was designated as the administering agency within USOE (now the Department of Education). Its responsibilities under the Act included not only reviewing state plans, applications, and annual reports, but also providing technical assistance and orchestrating national leadership to promote further career education implementation. The intended federal role envisioned in the Act, then, was clearly one of support and facilitation, rather than regulation.

A final provision of the Act stipulated that up to one-half of one percent of the funds appropriated each year could be reserved for conducting a "national evaluation of the effectiveness of programs assisted under this Act in carrying out the purposes of this Act...."

The Career Education Incentive Act Evaluation Study

In October 1979, the Department of Education awarded a contract to the American Institutes for Research (AIR) to conduct an evaluability assessment of the implementation of career education under the Incentive Act. The evaluability assessment provided several suggestions regarding possible OCE options for improving the management of the program. It also helped to clarify the objectives and logic of the program in preparation for a rapid feedback evaluation.

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* Actual appropriations for the basic K-12 program for FY79 and FY80 were much smaller--$32.5 million for FY79 and $20 million for FY80. Further, Congressional rescissions reduced the FY79 appropriation to $20 million and the FY80 appropriation to $15 million. The postsecondary demonstration program has not been funded at all.

The main actors and relationships that were viewed as comprising the federal career education incentive program and that are expected to contribute (directly or indirectly) to achieving ultimate impact on students are depicted in the detailed logic model for the program shown in Figure 1. All the events shown in Figure 1 were found in the evaluability assessment to be both plausible and measurable. However, within the time and dollar constraints of the Incentive Act, some activities were judged to be less likely to occur than others. Thus it was necessary to delimit the scope of the program that would be examined in the rapid feedback evaluation. Wholey (1979) defines the "evaluable program" as that portion of the program that not only has plausible and measurable objectives but also for which feasible sources of performance data are available and likely management uses of program information have been determined. Using these criteria, the following decisions were made in delineating the "evaluable program" for the federal career education incentive program:

- to focus on measures of career education implementation, which could be directly attributed to the Incentive Act and for which data were more readily available, rather than on measures of learner outcomes for which attribution would be difficult under all but the most carefully controlled circumstances;

- to focus on those objectives and activities deemed by OCE program managers to be most crucial for implementing the federal career education incentive program;

- of those "most crucial" activities and objectives, to focus on those for which readily available or obtainable measures had been identified, and thus for which data could be obtained for use in the FY81 Congressional Hearings.

The resulting Evaluable Program model for the federal career education incentive program is depicted in Figure 2. The model is organized around the four main actors (or groups of actors) named in the Incentive Act: the Office of Career Education (OCE), the National Advisory Council for Career Education (NACCE), state education agencies (SEAs), and intermediate and local education agencies (IEAs/LEAs).* The specific objectives to be

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* During the course of this project, the Department of Education (ED) was formed and the Office of Career Education (OCE) became the Division of Career Education within ED. For simplicity's sake, however, we shall continue to refer to OCE throughout this report.

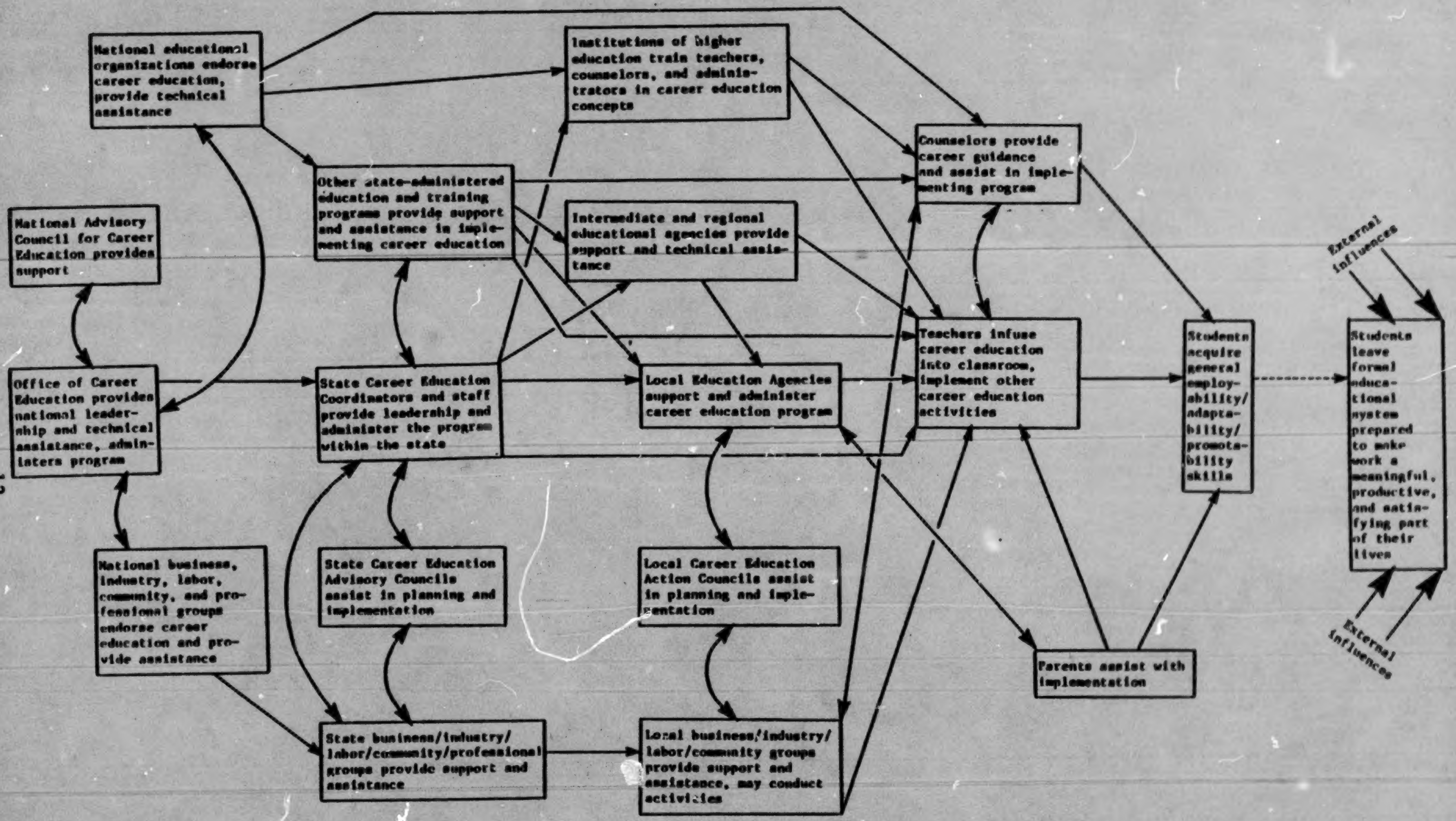
National educational organizations endorse career education, provide technical assistance
Institutions of higher education train teachers, counselors, and administrators in career education concepts
Counselors provide career guidance and assist in implementing program
National Advisory Council for Career Education provides support
Other state-administered education and training programs provide support and assistance in implementing career education
Intermediate and regional educational agencies provide support and technical assistance
External influences
Office of Career Education provides national leadership and technical assistance, administers program
State Career Education Coordinators and staff provide leadership and administer the program within the state
Local Education Agencies support and administer career education program
Teachers infuse career education into classroom, implement other career education activities
Students acquire general employability/adaptability/promotability skills
Students leave formal educational system prepared to make work a meaningful, productive, and satisfying part of their lives
National business, industry, labor, community, and professional groups endorse career education and provide assistance
State Career Education Advisory Councils assist in planning and implementation
Local Career Education Action Councils assist in planning and implementation
Parents assist with implementation
External influences
State business/industry/labor/community/professional groups provide support and assistance
Local business/industry/labor/community groups provide support and assistance, may conduct activities

Figure 1. Main actors and relationships in implementation of PL95-207 Career Education Incentive Act program (Detailed Logic Model)

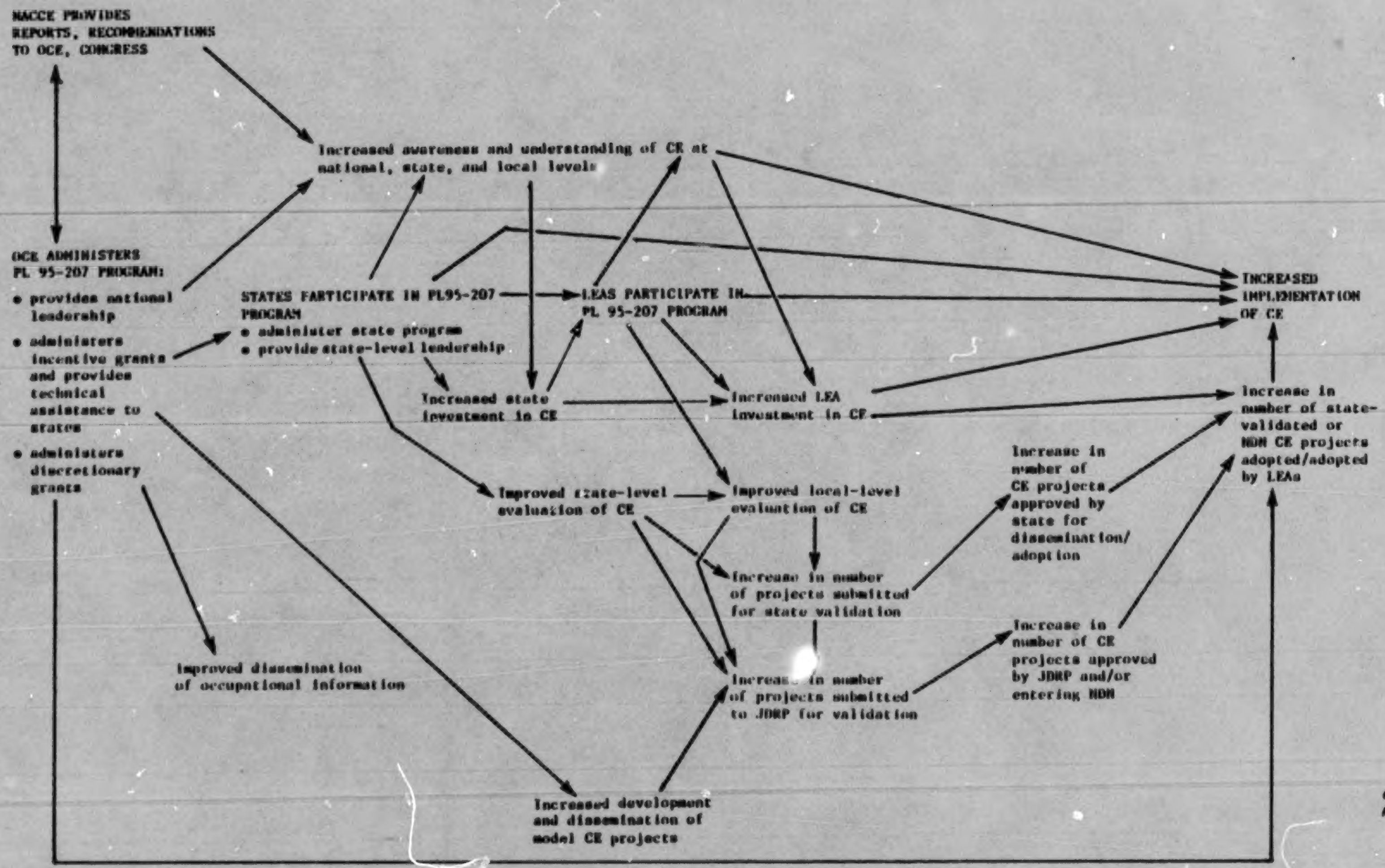
NACCE PROVIDES REPORTS, RECOMMENDATIONS TO OCE, CONGRESS
OCE ADMINISTERS PL 95-207 PROGRAM:
• provides national leadership
• administers incentive grants and provides technical assistance to states
• administers discretionary grants
Increased awareness and understanding of CE at national, state, and local levels
STATES PARTICIPATE IN PL95-207 PROGRAM
• administer state program
• provide state-level leadership
LEAS PARTICIPATE IN PL 95-207 PROGRAM
INCREASED IMPLEMENTATION OF CE
Increased state investment in CE
Increased LEA investment in CE
Improved state-level evaluation of CE
Improved local-level evaluation of CE
Increase in number of projects submitted for state validation
Increase in number of projects submitted to JDRP for validation
Increase in number of CE projects approved by state for dissemination/adoption
Increase in number of CE projects approved by JDRP and/or entering NDN
Increase in number of state-validated or NDN CE projects adopted/adopted by LEAs
Improved dissemination of occupational information
Increased development and dissemination of model CE projects

Figure 2. The "evaluable program" for the federal Career Education Incentive Act program

examined for each of these actors (or groups of actors) are shown in Figure 3. For each objective suggested, indicators and possible data sources were identified; a list of those indicators and possible data sources is provided in Appendix A of this report. Together, these objectives and suggested measures guided and shaped the rapid feedback evaluation.

Data Sources and Methodology Employed

Initially, three main strategies were employed in obtaining data relating to the program objectives shown in Figure 3. Regular and frequent communications with OCE staff and review of OCE records provided information on the nature and extent of OCE and NACCE activities. Visits to selected SEAs and IEAs/LEAs provided general information on state-, intermediate-, and local-level career education activities. The information gained from the interviews conducted and documents reviewed during these site visits was supplemented by analyses of the FY79 and FY80 annual reports prepared by states participating in the PL95-207 program. However, it was found that almost no information was available through these sources about the level of awareness of and commitment to career education on the part of national business, industry, and labor organizations. As a result, informal telephone interviews were conducted with representatives of many such organizations.

The next four chapters of this report present information obtained from these various sources relating to OCE, NACCE, SEA, and IEA/LEA objectives, respectively. The concluding chapter summarizes the level of knowledge regarding career education implementation under the federal career education incentive program, discusses the desirability and feasibility of further evaluation activities, and discusses the broader implications of an "incentive approach" to program implementation, based on the findings from the rapid feedback evaluation.

Figure 3

MAJOR OBJECTIVES/ACTIVITIES OF MAIN ACTORS IN FEDERAL CAREER EDUCATION INCENTIVE PROGRAM

Office of Career Education (OCE)

1. There will be a significant increase in all states' capability to implement career education (CE).
2. The career education concept will be widely understood by key actors at the national, state, and local levels (key actors include business, labor, industry, professional, civic and community groups as well as educators).
3. The program of incentive grants to states will be administered on a timely and efficient basis.
4. The discretionary program of (1) model and demonstration project development and dissemination and (2) occupational information dissemination authorized by P.L. 95-207 Sections 10 and 12 will be administered in a timely and efficient manner.

National Advisory Council for Career Education (NACCE)

1. Reports and recommendations will be prepared regarding the accomplishments of CE implementation under P.L.95-207.
2. Advice regarding needs for improved administration of P.L.95-207 will be provided to the Director of OCE and the Secretary of Education.

State Education Agencies (SEAs)

1. SEAs will appoint functional state CE coordinators, apply for and use P.L.95-207 funds, and initiate or increase state investments in CE implementation.
2. Awareness of and commitment to CE among key actors at the state and local level (key actors include business, labor, industry, professional, civic and community groups as well as educators) will be developed or increased.
3. Increased state funding will be made available to IEAs/LEAs for CE implementation (in accordance with the provisions of P.L.95-207, Section 8(a)(3), 8(b), and 8(c)).
4. Improved evaluations of CE implementation at the state and local levels will be conducted, reported, and used.
5. There will be a significant increase in the number of CE projects applying for and obtaining state validation and adoption support funding through ESEA Title IV C.

Intermediate/Local Education Agencies (IEAs/LEAs)

1. IEAs/LEAs will appoint functional local CE coordinators, apply for and use P.L.95-207 funds, and initiate or increase local investments in CE implementation.
2. Awareness of and commitment to CE among key actors at the local level (key actors include BLIP/CC groups as well as educators) will be developed and increased.

II. OCE LEADERSHIP AND ADMINISTRATION OF THE FEDERAL CAREER EDUCATION INCENTIVE PROGRAM

The Career Education Incentive Act identifies two major functions for the Office of Career Education (OCE): administration of the program, including the provision of technical assistance to participants, and national leadership. The intended outcomes of these activities, as specified in the Evaluable Program model, are depicted in Figure 4. Briefly, the incentive and discretionary grants authorized under Sections 8, 10, and 12 and the technical assistance provided by OCE to state education agencies are expected to increase--directly or indirectly--all states' capability to implement career education. Through its leadership efforts, OCE is also expected to enhance awareness of and support for career education among all the main actors in the career education program (e.g. business, industry, and labor organizations, civic and community groups, educators). The following sections summarize the information obtained during the rapid feedback evaluation relating to each of the three specified OCE activities and their intended outcomes, with the exception of the improvement of states' capability to implement career education, which is discussed in Chapter IV of this report.

Administration of Incentive Program and Provision of Technical Assistance to SEAs

OCE's responsibilities in administering the Incentive Act program include allocating funds to states and insular areas, reviewing state plans and evaluation reports, and providing technical assistance as needed by participating states. Information regarding OCE efforts in each of these areas is shown in Table 1 and discussed below.

Allocation of funds. The Career Education Incentive Act was enacted in December 1977, with the expectation that funds for the first year of implementation would be appropriated from the FY79 budget and released to states (and insular areas) late in calendar year 1978 (FY79 began 1 October 1978) or early 1979. However, due to unforeseen delays in the appropriation process and a Congressional rescission, nearly eighteen months passed before the first-year funds were made available to OCE for disbursal to the states. (Similar delays have also occurred in making the FY80 and FY81

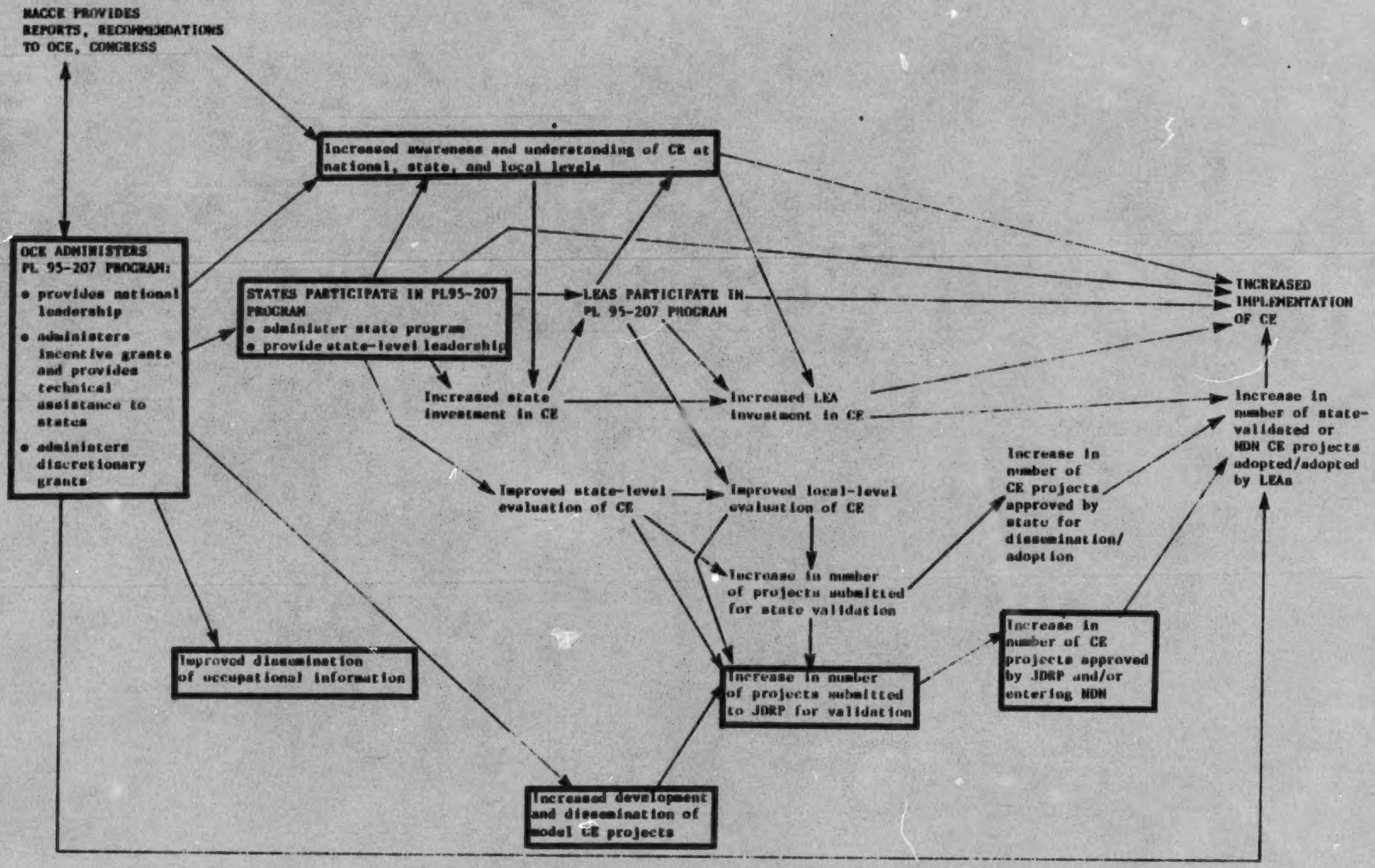
NACCE PROVIDES REPORTS, RECOMMENDATIONS TO OCE, CONGRESS
Increased awareness and understanding of CE at national, state, and local levels
OCE ADMINISTERS PL 95-207 PROGRAM:
• provides national leadership
• administers incentive grants and provides technical assistance to states
• administers discretionary grants
STATES PARTICIPATE IN PL95-207 PROGRAM
• administer state program
• provide state-level leadership
LEAS PARTICIPATE IN PL 95-207 PROGRAM
INCREASED IMPLEMENTATION OF CE
Increased state investment in CE
Increased LEA investment in CE
Increase in number of state-validated or NDN CE projects adopted/adapted by LEAs
Increase in number of CE projects approved by state for dissemination/adoption
Improved state-level evaluation of CE
Improved local-level evaluation of CE
Increase in number of projects submitted for state validation
Improved dissemination of occupational information
Increase in number of projects submitted to JDRP for validation
Increase in number of CE projects approved by JDRP and/or entering NDN
Increased development and dissemination of model CE projects

Figure 4. OCE activities and outcomes in the evaluable career education incentive program

TABLE 1

OCE Incentive Act Program Administration and Technical Assistance to SEAs

Administration of Incentive Grants

time required to issue proposed regulations	c. 12 mos
time required for approval of final regulations	c. 10 mos
number FY79 grants awarded	56*
time required to allocate FY79 funds--after assurances submitted	c. 12 mos
time required to allocate FY79 funds--after funds made available	c. 2 mos
number FY80 grants awarded	53**
time required to allocate FY80 funds--after plans submitted	c. 15 mos
time required to allocate FY80 funds--after funds made available	c. 3 mos

Review of State and Insular Area Plans

number of plans submitted	53
number (%) of plans reviewed	53 (100%)
number (%) of states (including District of Columbia) receiving feedback	53 (100%)
number (%) of states filing amendments	53 (100%)
number (%) of state plans finally approved	53 (100%)
time required for initial reviews and feedback	c. 8 mos
time required to obtain final approval of all plans	c. 14 mos

Review of State Evaluation Reports

number FY79 annual reports submitted	49
number (%) FY79 reports reviewed	49 (100%)
number (%) states receiving feedback on FY79 reports	48 (98%)
number FY80 annual reports submitted	49
number (%) FY80 reports reviewed	49 (100%)
number (%) states receiving feedback on FY80 reports as of 5/81	25 (51%)

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* includes funds allocated to Guam, Virgin Islands, Trust Territory of the Pacific Islands, American Samoa, and Northern Mariana Islands.

** includes funds awarded to Guam, Virgin Islands, American Samoa, and Northern Mariana Islands.

TABLE 1 (continued)

Technical Assistance to SEAs

estimated # inquiries and requests responded to in 1980	2800
topics: grant administration issues--77%	
information about career education--11%	
transmittal of materials--4%	
OCE meetings, trips--8%	
number of general memos issued to SEAs in 1979/1980 (thru May)	13
topics: grants administration issues--5	
JDRP procedures and submissions--3	
information about CE programs, materials--3	
general response to specific inquiries--2	
number of general meetings held with SEA personnel in 1978-79 and 1979-80	5
average number states (and territories) attending meetings (range)	34 (12-51)
number (%) of states/territories visited by OCE staff to provide TA	c.8 (14%)

OCE Level of Effort

number professional staff (no. GS level 11 or higher), FY78	18 (11)
number professional staff (no. GS level 11 or higher), FY79	19 (12)
number professional staff (no. GS level 11 or higher), FY80	14 (8)
number professional staff (no. GS level 11 or higher), FY81	12 (7)

funds available to OCE). There was a similar substantial delay in issuing both the preliminary and final regulations regarding the Incentive Act. The preliminary regulations were not published until December 1978, a year after the Act was enacted and the final regulations were not signed until October 1979.

Thus, although the Incentive Act received strong Congressional endorsement, its implementation got off to a slow start. The delays in issuing and finalizing the regulations do not appear to have had appreciable impact on program implementation; but the delays in making funds available were more deleterious. Many states had submitted the assurances called for in Section 6 of the Act shortly after it was enacted, in anticipation of receiving funds to use during the 1978-79 school year. While OCE was quite expeditious in allocating the FY79 funds, once they were made available in June and July of 1979, this was as much as a year after many of the states had anticipated funding, and well after the 1978-79 school year had ended. The "Tydings Amendment" (Section 412(b) of the General Education Provisions Act) allows FY79 funds to be spent during FY80; thus, states had until the end of September 1980 to expend their FY79 allotments. However, since most grants from states to LEAs could not be awarded until after the 1979-80 school year had begun, and in many instances was well underway, the opportunity for enhancing career education at the local level during the 1979-80 school year was severely constrained.

Fifty-one FY79 grants, totalling $18.5 million, were awarded to 49 states, the District of Columbia, and Puerto Rico (New Mexico elected not to participate in the program).* An additional $200,000 was allocated to five insular areas (Guam, American Samoa, Virgin Islands, Trust Territory of the Pacific Islands, and Northern Mariana Islands) in accordance with Section 5(a)(2)(D). A breakdown of these FY79 awards by state and territory is shown in Appendix B.

A similar pattern of delays in appropriations followed by Congressional rescissions prevented the FY80 incentive funds from being made available to OCE until late in Summer of 1980, over a year after the states had prepared and submitted their plans for using the funds. Again, OCE acted to allocate the funds as quickly as possible, so that states could begin expending them in October 1980. A total of 49 grants totalling nearly $13.9 million was made to 47 states, the District of Columbia, and Puerto Rico, and an additional $150,000 was allocated to four insular areas.* A breakdown of these FY80 awards is also provided in Appendix B.

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* South Dakota and Nevada later returned their FY79 grants of $125,406 and $125,369 respectively. The funds were returned to the Treasury.

Review of state plans. OCE review of state plans was not carried out expeditiously. By 1 July 1979, all of the states and insular areas that received FY79 Incentive Act funds (N=56) were required to submit plans describing their objectives and intended activities for each of the five years of the program. Each of these state plans was to be reviewed and approved by OCE prior to awarding the state's FY80 grant. As the data in Table 1 reveal, none of the state plans were approved as initially submitted. Most states were asked to clarify and/or modify their plans in order to conform to the provisions of Section 7 of the Incentive Act. Because of inability to obtain necessary staff, OCE did not complete its initial reviews of the plans until February 1980, eight months or more after the plans had been submitted. Review of the various requested amendments and final approval of the states' plans was not completed until August 1980, when allocation of the FY80 funds was completed. Because of the delay in making the FY80 funds available to OCE for disbursal to the states, this delay in approving the states' plans does not appear to have seriously held up the funding process. However, it does not appear likely that OCE's reviews of and requested changes in the plans appreciably enhanced their utility for the states. Since our general impression was that many states viewed these plans as compliance documents rather than implementation tools, the potential for enhanced utility was somewhat limited.

Review of state evaluation reports. Because of the delays in FY79 funding that resulted in a delay of nearly a year in getting Incentive Act funds distributed, most states had assumed that there would be a similar delay of one year in the date for submitting the first annual evaluation report (i.e., that the first reports would be due on 31 December 1980 rather than 31 December 1979). While OCE had the option to waive or postpone the requirement for the first year's report, it did not do so. The states were informed that reports covering operations during the three months of FY79 for which funds had been available would be due, as stipulated in the law, on 31 December 1979. This decision was not well received: only 49 of the 56 participating states and insular areas submitted FY79 evaluation reports, and most of those were submitted early in 1980. All submitted reports were reviewed by OCE, and formal written feedback was given to 48 states. In general, the reports contained little substantive information.

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* New Mexico, Nevada and South Dakota, and one insular area, the Trust Territory of the Pacific Islands, withdrew from the Incentive Act program and did not receive FY80 funds.

Guidelines for the FY80 evaluation reports were prepared and distributed by OCE in the Spring of 1980. As of the time this final report was being prepared, all 49 of the participating states had submitted FY80 evaluation reports. However, only 25 of these reports had been reviewed by OCE and forwarded to AIR. After review by OCE, detailed comments and suggestions were prepared for each state, based on the information provided. These analyses, which contained specific comments and recommendations relating to the state's attainment of objectives specified in its approved plan, were sent back to the states within three to four months of receiving the FY80 reports. To some extent the delay in completing these analyses may be attributed to the loss of a key OCE staff person, thus increasing the number of reports to be reviewed and analyzed by other OCE staff. In any event, it is unfortunate: three-fourths or more of FY81 will have gone by before all the states will have received comments on their FY80 annual reports.

Technical assistance to SEAs. An analysis of OCE correspondence and telephone logs revealed a very high level of communication with the states regarding the implementation of career education. It is estimated that during 1980 OCE staff responded to over 2800 telephone inquiries, which is an average of approximately four a month for each state or insular area. Most of the requests (77%) dealt with issues concerning the administration of the incentive grants; included in this category are questions relating to the state plans or evaluation reports and questions relating to the timing and/or expected amounts of FY80 incentive grants. Other requests concerned information about career education in general, materials, meetings with OCE staff, and the like. In addition, 13 general-interest memoranda were prepared and sent to all State Career Education Coordinators during the 14-month period from March 1979 to May 1980. Again, many of these memos concerned the implementation of the incentive grants (e.g., closing dates for submitting state plans, guidelines for accounting for indirect costs). However, several memos concerned procedures for identifying and submitting exemplary projects to the Joint Dissemination Review Panel. Memos providing general information regarding career education programs and implementation strategies were also distributed. Between 1978 and 1980 OCE staff also held five national meetings with State Career Education Coordinators, with from 12-51 State Coordinators attending each meeting; as travel funds were made available to OCE, several individual states were visited as well. The State Coordinators in the nine states visited during the rapid feedback evaluation generally felt that their questions and concerns regarding the Incentive Act program were dealt with by OCE in a satisfactory and a timely way, and they were pleased with the amount and quality of assistance that OCE was providing.

OCE level of effort. At the time funds were first appropriated for the Career Education Incentive Act, OCE employed 19 professional staff, including 12 at GS level 11 or higher. However, by the time this report was being prepared, the OCE professional staff numbered only 12 (7 of whom were GS level 11 or higher). Thus, at the same time that OCE's responsibilities were increasing under the Incentive Act, the size of the staff available to carry out those responsibilities was decreasing. This no doubt accounts for many of the delays experienced by the OCE staff in carrying out their designated functions.

Administration of Discretionary Grants

In addition to the incentive grants to state education agencies (SEAs), the Career Education Incentive Act provided for several additional grant programs, subject to the discretion of USOE/OCE. These included grants for model and demonstration programs and for the dissemination of career education information.* OCE activities and accomplishments with regard to these two areas are summarized in Table 2 and described below.

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* A third area, evaluation, was also specified in the Act. One-half of one percent of PL 95-207 funds awarded in each fiscal year were transferred to the USOE (later ED) Office of Evaluation and Program Management to achieve this objective.

TABLE 2

Administration and Funding of Discretionary Grants

	FY79	FY80
Model & Demonstration Projects		
total amount available	$1,000,000	$750,000
amount budgeted by USOE for career education	$ 500,000	$750,000
amount expended	$ 496,000	$212,000
# of contracts awarded	1	1
size	$ 496,000	$212,000
Career Education Information Program		
amount appropriated	$ 200,000	$150,000
amount budgeted	$ 200,000	$150,000
amount expended	$ 199,000	$109,000
# of contracts awarded for dissemination of occupational information	1	1
size	$ 83,000	$ 70,000
# of contracts awarded for dissemination of information on exemplary programs	1	1
size	$ 116,000	$ 39,000

Model and demonstration projects. Section 5(a)(2)(A) of the Incentive Act stipulates that up to 5% of the total funds can be reserved each year for administering the Act and for making model program grants pursuant to Section 10. Accordingly, in FY79 and FY80 OCE awarded contracts to Inter-America Research Associates to coordinate and conduct activities aimed at enhancing the involvement of community organizations (COs) in career education efforts. (Abstracts describing these efforts are provided in Appendix C-1.) Under these contracts, the following accomplishments were recorded:

- during 1979-80 representatives of 16 different COs each met with selected educators and others to explore areas of common interest and strategies whereby COs could participate in the career education effort; 64 distinct roles or contributions that could be carried out by COs were identified;
- action plans based on the 64 possible roles or activities previously identified were developed by each CO, to guide its subsequent involvement in career education activities;
- 45 of the 49 participating states developed "action plans," also based on the 64 possible roles or activities previously identified for involving COs in the implementation of career education in their states;
- four regional and two national meetings were held where SEA and CO staff could share ideas and information regarding CO involvement in career education; and
- meetings with representatives from 10 additional COs with traditional ties to minorities and the disadvantaged were scheduled for 1980-81.

OCE subsequently set up a system to monitor the number and type of contacts and/or joint activities between State Career Education Coordinators and COs following the conferences and the development of the action plans. As of the end of January 1981, all but three of the participating states had reported efforts planned or actually carried out to establish collaborative relationships at the state level with COs. Further, 374 mutual contacts (i.e., contacts by the State Coordinator to the CO followed by a response from the CO) were reported, and more than 20 states have scheduled or conducted state conferences on community partnerships in career education.

Due to a decision by the Commissioner of Education to reprogram $500,000 of PL95-207 appropriations for the PUSH/Excel program, no further support for model and demonstration programs was available out of FY79 funds. However, in FY80 up to $750,000 more became available for these purposes, and OCE planned to support several model and demonstration programs, in addition to supporting the second year of the InterAmerica contract. In July 1980, OCE issued a request for proposals to validate comprehensive K-12 career education efforts using the 54 elements of career education outlined in A Primer for Career Education (Hoyt, 1977) as the basis for the assessment. In early September, three proposals were selected for funding, representing rural/urban/suburban school districts in the Western, Midwest, and Southeastern regions. However, contracts were not signed by ED's Grants and Procurement Management Division prior to the 30 September 1980 deadline for committing FY80 funds. Therefore, the FY80 funds budgeted for this effort reverted to the U.S. Treasury. (The projects were subsequently funded, however, out of FY81 funds and are all now underway.)

Career education information program. Section 5(a)(1)(B) of the Incentive Act authorizes USOE/OCE to reserve up to 1% of the total funds appropriated each year for the purpose of carrying out the information program pursuant to Section 12 of the Act. Section 12 authorizes activities in two areas: the dissemination of information regarding federal programs concerned with occupational and career information and the dissemination of information regarding exemplary career education programs.

With regard to occupational and career information, it was determined that the National Occupational Information Coordinating Committee (NOICC) had already prepared a document that identified and described "Federal programs which gather, analyze, and disseminate occupational and career information." It was determined that the best use of the FY79 PL95-207 funds would be to print and distribute additional copies of that document. Accordingly, $83,000 was made available to NOICC to cover the costs of printing and distributing 6200 supplementary copies of the 290-page document. An additional $70,000 from the FY80 Incentive Act funds was also awarded to NOICC to further the dissemination of occupational and career information by printing and distributing 21,500 copies of a 63-page booklet on the subject prepared by the Department of Labor Bureau of Labor Statistics. A description of the FY79 and FY80 NOICC activities and accomplishments with regard to the Incentive Act is provided in Appendix C-2.

With regard to exemplary career education programs, USOE/OCE decided to cooperate with the Technical Assistance Base of the National Diffusion Network (NDN) in providing a regionalized system of training and support services. Thus, $116,250 from FY79 funds and $39,000 from FY80 funds were awarded through an existing NDN contract to Capla Associates, Inc., with the specific intent of supporting technical assistance to states for the dissemination of information about 12 exemplary career education programs that were approved by the Joint Dissemination Review Panel (JDRP) prior to passage of PL95-207. (An additional $41,000 of FY80 funds was also budgeted for this purpose, but was not expended.) A description of this special technical assistance project is provided in Appendix C-3. In addition, with OCE support and encouragement, two additional career education projects were validated by the JDRP in 1980.

In sum, it would appear that much has been accomplished through OCE's use of the discretionary grants authorized under PL95-207. However, in one or two instances (most notably the failure to award contracts for comprehensive K-12 demonstration programs during FY80), the administration of this portion of the Act has been somewhat deficient. Available evidence strongly suggests that these deficiencies stemmed from system failures outside OCE.

Provision of Leadership at the National Level

OCE national leadership efforts date back to 1974, when the Office was first established. Thus, the intent of the Incentive Act was not to initiate such activities but, rather, to ensure that they continued. Data on the nature and extent of national leadership activities carried out by OCE since the Incentive Act was enacted are presented in Table 3.

Publications and speeches. During the 18-month period between July 1979 and December 1980, 133 reports concerning career education were published by OCE. Included in this collection were 14 publications in the "Monographs on Career Education" series, 18 general publications on career education, one report by the National Advisory Council on Career Education (NACCE), and approximately 100 reports on OCE-sponsored or career education-related projects. Table 3 also shows the total numbers of documents in each category published since 1974. As can be seen from these figures, with the

TABLE 3

National Level Career Education Leadership Activities

(1/78-12/80)

Publications and Speeches

# reports issued by OCE, since 7/79 (and total since 1974)--	
Career education monographs	14 (49)
General publications on career education	18 (45)
National Advisory Council on Career Education reports	1 (25)
OCE project reports	100 (266)
Total	133 (385)
# speeches on CE given by OCE staff--	
1978	48
1979	60
1980 (through July)	30
Total	138
average size of audience (range)	200 (20-800)

Meetings

# miniconferences held from 9/78 - 6/80	58
# addressing--	
state-level issues--state coordinator role	4
local-level issues--local coordinator role	15
LEA/CETA collaboration	15
business/industry/labor/CO roles	20
other topics	4
average number of attendees	9
composition of participant groups (N=311)--	
state education agencies	21%
local education agencies	40%
institutions of higher education	4%
business-industry-labor	8%
community organizations	17%
other	11%

Meetings (cont.)

# regional conferences held since 9/78	4
average # attendees	18
# organizations/states involved, total	71
state education agencies	55
community organizations	9
business-industry-labor	7
# national conferences held since 9/78	7
average # attendees (range)	106 (12-203)

Informal Communications

# general information memoranda	13
# progress reports on collaboration with COs	3
est. # of recipients	66

exception of NACCE reports, from 29% to 40% of the total number of publications were produced in the past two years. Thus, with regard to the publication of documents on career education, OCE leadership efforts appear to have substantially increased under the Incentive Act. The data regarding speeches and personal presentations by OCE staff show a similar pattern. In 1978, 48 speeches concerning career education were given by various OCE senior staff. In 1979, this number increased by 25%, and figures for the first half of 1980 suggest that this increase was sustained. Data were not available regarding the distibution of the various OCE reports (though most have been entered into the ERIC system and thus are widely and readily available). With regard to speeches given, audience sizes ranged from 20 to 800, with an estimated average of 200. Thus, since 1979 as many as 18,000 educators and other interested individuals may have been reached.

Meetings. Since its inception, OCE has attempted to stimulate interest and involvement in career education by sponsoring meetings where educators at the state and/or local level can meet with each other and with other career education "actors" (e.g., representatives from business, labor, or community organizations) to discuss issues relating to the implementation of career education. During the 1978-79 and 1979-80 school years, 58 two-day "miniconferences" were conducted, addressing such topics as state implementation issues (including the role of the State Career Education Coordinator), career education at the local level and the role of the local Career Education Coordinator, collaboration between CETA and LEAs, and roles and activities for other actors, including business, labor, and community organizations.* These miniconferences were, by design, small, with each having an average of nine attendees. However, a wide range of individuals was involved over the two years examined, including SEA personnel (21%), LEA personnel (40%), representatives of business, industry, or labor organizations (8%), representatives of community organizations (17%), staff from institutions of higher education (4%), and others, such as representatives from state or local government agencies other than education (11%).

In addition to the minconferences, four two-day regional conferences and six national conferences were held during the 1978-79 and 1979-80 school years.* The regional conferences each involved representatives from four business, labor, or other community organizations as well as State Coordinators within that region; in all, Career Education Coordinators from all 55 participating states and insular areas were involved along with representatives from 16 business/labor/community organizations. Five of the six national meetings were conducted by OCE for SEA personnel and were described previously in connection with "Technical Assistance Provided by OCE to States." The sixth meeting was a national conference on community partnerships in career education, and was attended by 203 individuals, including members of the National Advisory Council for Career Education (12), LEA personnel (43), and representatives of professional education associations (17), as well as State Coordinators (46), representatives of national community organizations (37), and selected others.

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* Sixteen of these miniconferences focused on the role of community organizations (CO's) and were conducted as part of the contract with InterAmerica Research Associates described previously.

Informal communications. In addition to the above activities, the OCE staff maintains regular contact with career education practitioners through two informal communication efforts. A unique series of "occasional" memoranda is prepared and distributed periodically by the OCE Director, presenting information about especially noteworthy career education activities or material, as well as program-related information (e.g., the status of annual report reviews). In addition, in late 1979 a series of periodic "progress reports" was initiated, summarizing efforts and accomplishments in establishing community partnerships.

Evidence of increased awareness of and support for career education among main actors. Clearly OCE has not only maintained but even increased national leadership efforts under the Career Education Incentive Act. Through OCE's efforts and through its use of discretionary grants, 16 community organizations have become committed to career education, and collaborative relationships with one or more of these CO's have been established in 45 of the 49 participating states. Included in this group of CO's were the following:

- AFL-CIO
- National Manpower Institute (now the National Institute for Work and Learning)

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* Again, the four regional conferences and one of the national conferences focused on collaboration with CO's and were conducted as part of the contract with InterAmerica Research Associates described previously.

- National Alliance of Business
- Association of Junior Leagues
- 4-H
- National Association for Industry-Education Cooperation
- U.S. Chamber of Commerce
- Women's American ORT
- American Legion/Auxiliary
- Girl Scouts of the USA
- Junior Achievement, Inc.
- Boy Scouts of America
- Rotary International
- National School Volunteers Program
- National Retired Teachers Association/American Association of Retired Persons
- National Center for Service Learning

Thus, this effort has involved, directly or indirectly, each of the major groups of actors in the comprehensive career education model.

Information regarding the extent of commitment to and involvement in career education on the part of individual business, industry, or labor organizations, on the other hand, was not found to be readily available. Occasional reports were received regarding a contribution or activity of a specific firm (e.g., a filmstrip on career awareness for women financed by the General Motors Institute), but it was not possible to determine whether or not such activities were typical, much less the extent to which they were stimulated by the Incentive Act and/or OCE efforts. To address this question, then, an informal survey of business, industry, and labor organizations was conducted. The survey was directed to the nation's 100 largest business and labor organizations and focused on commitment to and support for career education, and career education types of activities, at the highest corporate levels within these organizations. While a majority (55%) of the top corporate representatives surveyed had some knowledge of career education, most were only aware of it at the local level. Relatively few (17%) knew of federal or state-level activities or of the Career Education Incentive Act. While formal support for or endorsement of career education by name was rare among these organizations, the level of support for career education-type efforts was very high, with over three-fourths of the organizations contacted engaging in such activities. Examples of the kinds of business/labor involvement included providing staff to serve as resource persons or adjunct instructors in classrooms, providing equipment or facilities to schools, conducting training sessions for teachers and counselors, and developing career-related materials for use in the classroom. In summary, there was considerable interest in and support for the objectives of career education among the nation's largest private sector organizations. Further, there is clearly considerable support for the concept of cooperative efforts aimed at better preparing students for the world of work.*

Summary

For the most part, OCE appears to have carried out the functions designated for it under the Incentive Act in spite of the reductions in staff size that it has experienced. The incentive grant program has been administered reasonably effectively; most of the difficulties encountered (e.g., delays in awarding state grants, the small amount of the grants that caused some states to decide the program was not worth the effort) can be attributed to the delays in the appropriation process and/or to the Congressional rescissions. While the states in general have not concurred with OCE's interpretations of the Act's reporting requirements, it is too early to determine whether there will be any negative impact on the program itself. The discretionary funds have been used effectively to enhance awareness of and commitment to career education on the part of CO's and to facilitate implementation through increasing career education project submissions to the JDRP and disseminating information about exemplary programs. However, it is extremely unfortunate that over $500,000 of FY80 PL95-207 funds reverted to the Treasury because they weren't obligated in time. OCE was perhaps most successful in the area of providing national leadership. However, the finding that many private sector business, industry, and labor representatives were unaware of PL95-207 or the national effort to promote career education implementation indicates the time may be right for a concerted effort by OCE leaders to contact and establish plans for coordinated career education involvement by the nations's leading business, industry, and labor organizations.

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* A more detailed report of the procedures and results of this survey is provided in Appendix D of this report.

III. ACTIVITIES AND ACCOMPLISHMENTS OF THE NATIONAL ADVISORY COUNCIL FOR CAREER EDUCATION

The National Advisory Council for Career Education (NACCE) was initially established under the Education Amendments of 1974 (PL93-380). Comprised of 12 public members (as well as nine non-voting ex-officio members), the council's role was to advise the Commissioner of Education on the implementation of career education and to prepare recommendations for Congress concerning further career education legislation. Under the Career Education Incentive Act the council's public membership was increased from 12 to 15; the Act further stipulated that the council membership include representatives of minority and other groups with special needs and that at least two members be representatives of labor and business, respectively. However, the main functions of the council remained the same: to advise and recommend. In addition, the council may also seek to enhance national awareness of and commitment to career education. These functions of the NACCE are highlighted in Figure 5.

To obtain information regarding the actual activities and accomplishments of the council since the Incentive Act was enacted, records of council minutes and reports back to January 1979 were reviewed and analyzed. The results of this analysis are presented in Table 4.

Because appointment of the three new additional members added by PL95-207 was not finalized until the end of the year, the council was not able to meet during calendar year 1979. However, five meetings were held in calendar year 1980. Two were primarily organizational meetings: the first focused on determining the council's priorities for 1980 and the last addressed the format and content of the council's annual report to the Secretary. The other three meetings focused on different aspects of a comprehensive career education program model, with from six to 18 speakers invited to address the group on these occasions. The three aspects of a career education program model chosen were (1) private sector (i.e., business, labor) involvement, (2) partnerships with community organizations, and (3) career education at the postsecondary and adult levels.

Attendance at the meetings was quite good, with an average of 11 of the 15 members present each time. In addition, several USOE/ED or OCE staff also typically attended, many of whom were non-voting ex-officio

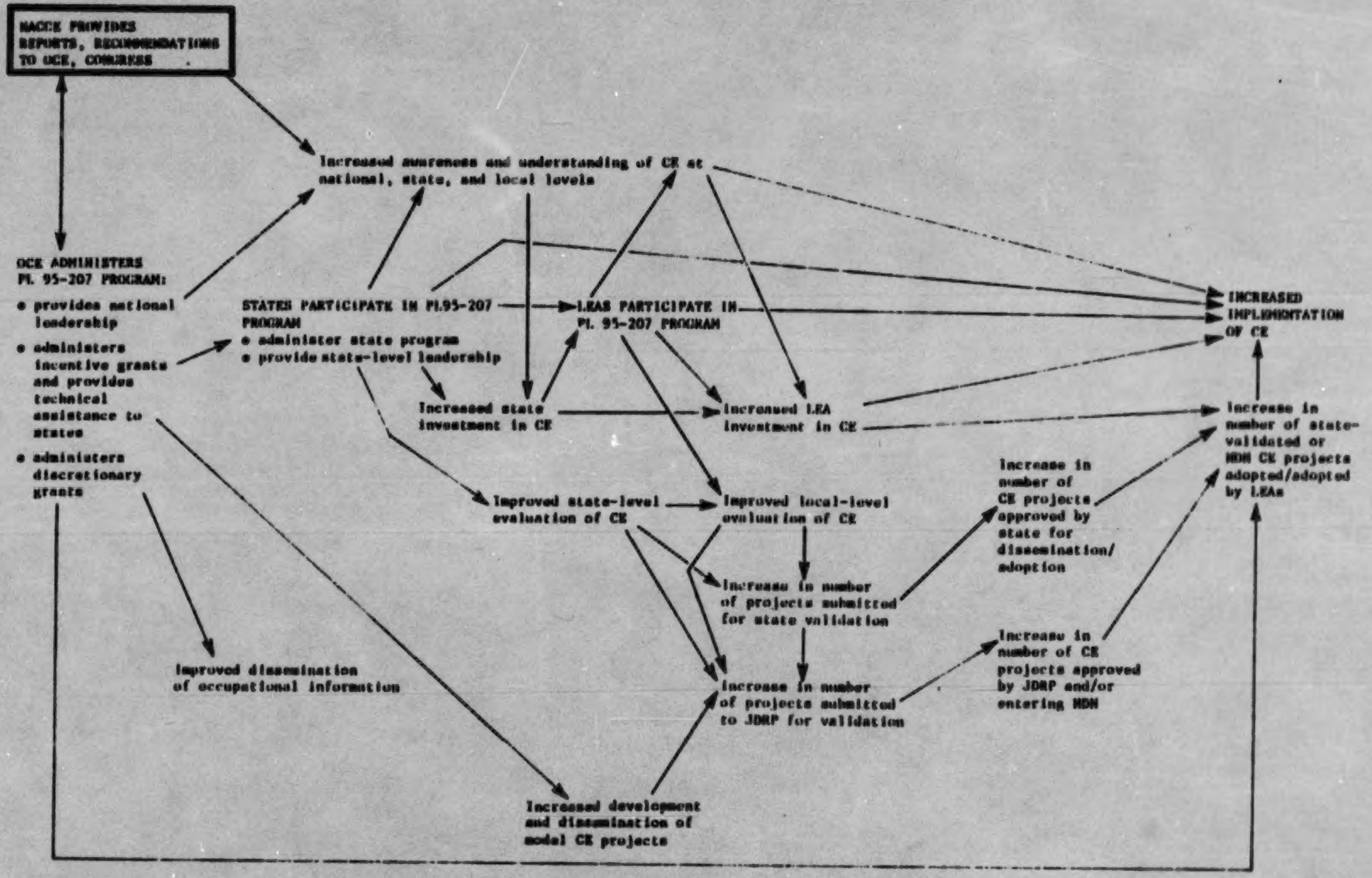
NACCE PROVIDES REPORTS, RECOMMENDATIONS TO OCE, CONGRESS
Increased awareness and understanding of CE at national, state, and local levels
OCE ADMINISTERS PL 95-207 PROGRAM:
• provides national leadership
• administers incentive grants and provides technical assistance to states
• administers discretionary grants
STATES PARTICIPATE IN PL95-207 PROGRAM
• administer state program
• provide state-level leadership
LEAS PARTICIPATE IN PL 95-207 PROGRAM
INCREASED IMPLEMENTATION OF CE
Increased state investment in CE
Increased LEA investment in CE
Increase in number of state-validated or NDN CE projects adopted/adopted by LEAs
Improved state-level evaluation of CE
Improved local-level evaluation of CE
Increase in number of CE projects approved by state for dissemination/adoption
Increase in number of projects submitted for state validation
Increase in number of CE projects approved by JDRP and/or entering NDN
Improved dissemination of occupational information
Increase in number of projects submitted to JDRP for validation
Increased development and dissemination of model CE projects

Figure 5. NACCE activities in the evaluable career education incentive program

Table 4

National Advisory Council for Career Education Activities (1979-1980)

Number of meetings held - 1979 (calendar year)	0
- 1980 (calendar year)	5
Average number of guest speakers (range)	11 (6-18)
Average number of members attending out of 15 appointees (range)	11 (10-12)
Other attendees--average number USOE/ED staff (range)	10 (5-14)
average number of visitors (range)	16 (5-36)
Number of recommendations issued	16
Number of resolutions adopted	13
Number of recommendations/resolutions concerning:	
Funding for PL95-207	5
NACCE membership and operations	4
OCE/ED organization	3
Relation of CE to other programs	3
Private sector and community partnerships	3
Career education for individuals with special needs	3
Contributions of individuals to CE implementation	3
Evaluation, dissemination, other	5
Number of reports prepared	1

members. Finally, all meetings were open to the public, and there were generally 5-10 visitors also on hand; on one occasion when the NACCE meeting coincided with a national career education conference, 36 guests were present.

At three of the five meetings a number of resolutions and/or recommendations were acted upon. Not surprisingly, several (5) dealt with Incentive Act funding (e.g., endorsing continued funding). Others concerned the placement of the Office of Career Education within the (then) new Department of Education (3), the operation of the council (e.g., urging the appointment of new members) (2), and potential linkages between career education and other federal programs (e.g., the proposed Youth Act of 1980) (3). Finally, several endorsed various aspects of the implementation of the Incentive Act program, including: partnerships with community and private sector organizations (3); career education for individuals with special needs (3); and evaluation, dissemination, and other activities (5). Twenty-two of these recommendations and resolutions were included in the annual report that was prepared and submitted to the Secretary of Education at the conclusion of the 1980 calendar year. This report also contained several examples of career education in action, as gleaned from the various presentations before the council.

In conclusion, after a delayed start, the NACCE has been particularly active in its first full year of operations under the Incentive Act. As required, advice and recommendations have been provided both to Congress and to the Office (Department) of Education and Office of Career Education. Perhaps more important, by focusing on particular aspects of career education implementation and by soliciting input from all the various "actors" in a comprehensive career education program, the council has provided an important forum for discussing career education issues.*

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* At the time of this writing, six new members had been nominated by OCE to replace those whose memberships expired at the end of 1980, but none had been officially appointed by ED. Furthermore, budget problems had prevented the remaining Council members from meeting thus far in calendar year 1981.

IV. CAREER EDUCATION IMPLEMENTATION AT THE STATE LEVEL

The primary objective of the Career Education Incentive Act is to provide incentive grants to assist states in initiating or strengthening their career education efforts: over 90% of the funds appropriated during each fiscal year are to be used for this purpose.

As was discussed in Chapter III of this report, 47 states as well as the District of Columbia, Puerto Rico, and several insular areas participated in the federal career education incentive program in FY79 and FY80. A total of $18.7 million in FY79 and $14.025 million in FY80 was allocated to these states and territories to facilitate the implementation of career education.

The state level activities allowed under the Incentive Act, and their intended outcomes as reflected in the Evaluable Program model, are highlighted in Figure 6. Section 9(b) of the Incentive Act stipulates that the participating states may reserve up to 10% of their allotments for administering the state program* and an additional 10% for conducting career education leadership activities at the state level; the remainder is to be disbursed to intermediate and/or local education agencies (IEAs/LEAs) to support the planning or implementation of comprehensive career education programs. In addition to increasing the number of IEAs/LEAs that are implementing career education, participation in the federal career education program is intended to result in increased state investment in career education, increased awareness of and commitment to career education at the state level, better evaluation of career education at the state and local levels and, as a result, an increase in the number of career education projects submitted for validation and dissemination through the state ESEA Title IV C program or through the JDRP and NDN.

Information relating to these intended activities and outcomes was obtained from two sources. Analyses of the FY79 and FY80 annual reports provided data on the states' uses of Incentive Act funds and on the extent to which the states had achieved the objectives they had set out in their five-year implementation plans. Visits to a sample of nine states provided more detailed information on the activities that were being supported with

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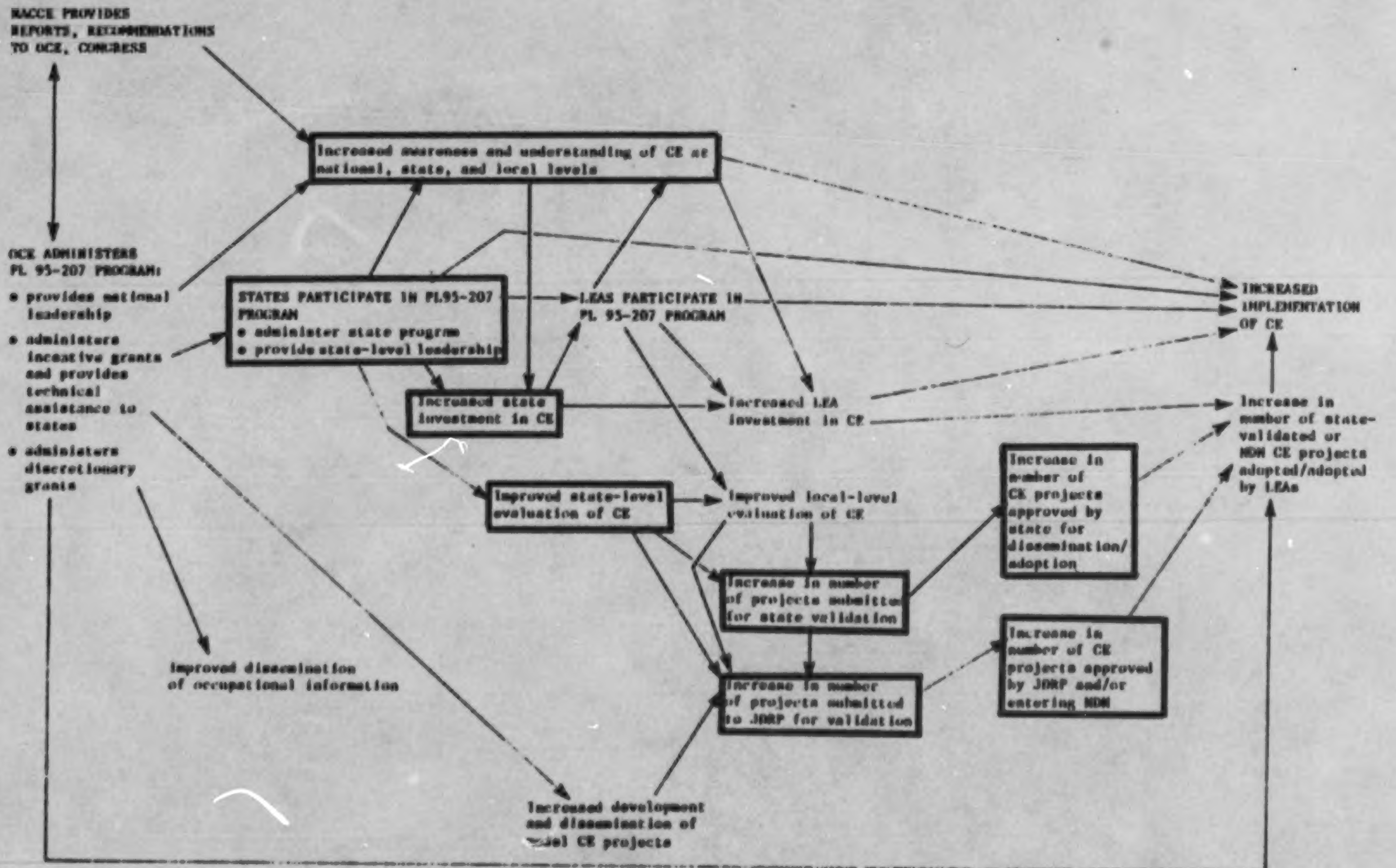
* The allowable percentage for administration drops to 5% after FY79.


NACCE PROVIDES
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Increase in number of projects submitted to JDRP for validation
Increase in number of CE projects approved by JDRP and/or entering NDN
Improved dissemination of occupational information
Increased development and dissemination of model CE projects

Figure 6. SEA activities and outlines in the evaluable career education incentive program

Incentive Act funds and in the ways in which the Incentive Act was enhancing the states' capability to implement career education. Findings from each of these state-level sources are reported in this chapter.

Findings from States' Annual Reports

As described previously, the states were requested to submit annual performance reports for both FY79 and FY80. Most states submitted the FY79 reports late. And because of the very short time period covered (c.3 months), the states had little to report. The FY80 annual reports generally presented complete reports on the uses of FY79 funds and the attainment of FY79 objectives. The analyses and results reported here are based only on the FY80 reports.

Because of delays on the part of the states in submitting their reports and on the part of OCE staff in completing their internal review, it was not possible for AIR to analyze all 49 of the FY80 reports prior to preparing this report. Instead, a sample of reports from 25 of the states and one insular area (Guam) was analyzed. The characteristics of this sample are described in Appendix E-1.

The annual performance reports were intended to provide information regarding the accomplishments of the programs assisted under the Incentive Act. These reports were required to include the following:

- an analysis of the extent to which the objectives set out in the State Plan submitted pursuant to Section 6 (of the Incentive Act) have been fulfilled during that preceding fiscal year;

- a description of the extent to which the state and local educational agencies within the state are using state and local resources to implement these objectives and a description of the extent to which funds received under this Act have been used to achieve these objectives; and

- a description of the exemplary programs funded within the state, including an analysis of the reasons for their success, and a description of the programs which were not successful within the state, including an analysis of the reasons for their failure.

In addition, OCE asked the states to prepare a financial status report describing the extent to which federal (and, if possible, non-federal) funds were used to support a variety of career education implementation activities at the state and the intermediate/local levels.

All of the reports examined specified, for each objective, the accomplishments of the preceding year and/or any difficulties encountered. Similarly, all states filed the required financial status report, although eight of the 26 did not break out the state and IEA/LEA level expenditures by activity (i.e. employing personnel, providing training) as requested. There was somewhat less commonality among the reports in terms of the other information to be included. While nearly all of the states provided general information about the use of state and local resources, as well as Incentive Act funds, OCE had hoped that such information would be presented for each objective. However, only three of the reports examined provided this level of detail, and nine of the states presented no information at all regarding state- and local-level resources used. Similarly, over one-third of the reports failed to identify exemplary and/or unsuccessful projects funded within the state, providing instead a description of all the projects funded. However, most (approximately 75%) of the reports included at least some discussion of the factors that may have contributed to the success or failure of the IEA/LEA projects funded. In reviewing the reports and providing feedback to the states, OCE noted these discrepancies from the guidelines that had been issued and provided suggestions to the states on how they might present such information in future reports.

The information presented in the states' annual performance reports relating to attainment of objectives and to uses of Incentive Act funds is summarized in Table 5. Part A of Table 5 concerns the objectives addressed by the states. The first two columns indicate for each activity the number of states specifying objectives relating to that activity and the total number of objectives specified. The third and fourth columns show, for each subset of states addressing a particular activity, the average number of objectives per state relating to that activity as well as the relative proportion of those states' objectives represented by that activity. The last two columns present data for each activity on the extent to which the states had achieved their objectives relating to that activity. Part B of

Table 5

STATES' OBJECTIVES AND USES OF INCENTIVE ACT FUNDS [1]

	A. OBJECTIVES					
	#(%) States Specifying Objectives	# Objectives Specified (% Total)	Avg. # of Objectives Specified (Range) /State[2]	Avg. % of Those States' Objectives[2]	Avg. # of Objectives Achieved	#(%) States Achievein 100% of Objective
State-Level Administration						
• Employing personnel	6(23%)	6(1%)	1(1)	5%	92%	5(83%)
• Review/revision State Plan	12(46%)	26(5%)	2(1-5)	9%	91%	9(75%)
• LEA disbursal/T.A.[4]	16(62%)	45(9%)	3(1-6)	13%	96%	14(88%)
TOTAL	18(69%)	77(15%)	4(1-11)	17%	93%	12(67%)
State-Level Leadership						
• Needs assessment/evaluation	16(62%)	43(9%)	3(1-12)	12%	69%	7(44%)
• CE materials/resources	21(81%)	68(13%)	3(1-11)	14%	93%	15(71%)
• Inservice training	23(88%)	89(18%)	4(1-12)	18%	89%	14(61%)
• Collaboration[4]	14(54%)	37(7%)	3(1-7)	12%	93%	12(86%)
TOTAL	24(92%)	237(47%)	10(1-31)	47%	86%	12(50%)
Other State-Level Activity						
• Other	17(65%)	60(12%)	4(1-8)	15%	84%	9(53%)
TOTAL STATE-LEVEL	24(92%)	374(74%)	16(2-47)	71%	88%	9(38%)
IEA/LEA Activities						
• Career Guidance	7(27%)	12(2%)	2(1-6)	11%	86%	6(86%)
• Needs assessment/evaluation	8(31%)	17(3%)	2(1-3)	11%	84%	6(75%)
• CE in instructional programs (all)	19(73%)	60(12%)	3(1-10)	23%	92%	14(74%)
- inservice training only[5]	7(27%)	12(2%)	2(1-5)	7%	97%	6(86%)
- materials/resources only[5]	3(12%)	6(1%)	2(1-3)	7%	83%	2(67%)
• Collaborative efforts	11(42%)	17(3%)	2(1-4)	9%	91%	10(91%)
• Private school efforts	--	--	--	--	--	--
• Other	11(42%)	24(5%)	2(1-6)	17%	98%	10(91%)
TOTAL IEA/LEA-LEVEL	20(77%)	130(26%)	7(1-21)	45%	94%	13(65%)

Table 5 (continued)

	B. USE OF FUNDS					
	# (%) States[3] Allocating Funds	Total $ Expended /State (% Total) (in 1000s)[3]	Avg. $ Expended /State (Range) (in 1000s)[3]	Avg. % of those States Allotments[2]	Avg. % Budgeted Amounts Expended	Avg. % of Total Outlay[2] Represented
State-Level Administration						
• Employing personnel	13(72%)	439.1(6%)	33.7(8.9-113.9)	8%	--	95%
• Review/revision State Plan	10(55%)	38.3(.5%)	3.8(.5-20.3)	1%	--	96%
• LEA disbursal/T.A.[4]	--	--	--	--	--	--
TOTAL	16(88%)	477.4(6.5%)	29.8(.7-119.9)	7%	--	96%
State-Level Leadership						
• Needs assessment/evaluation	10(55%)	72.6(1%)	7.2(.2-57.2)	1%	--	94%
• CE materials/resources	17(94%)	131.7(2%)	7.9(.1-33.0)	2%	--	86%
• Inservice training	17(94%)	245.7(3%)	14.5(.5-75.0)	3%	--	94%
• Collaboration[4]	--	--	--	--	--	--
TOTAL	18(100%)	450.0(6%)	25.0(.7-108.0)	6%	--	91%
Other State-Level Acitivity						
• Other	15(83%)	197.3(3%)	13.2(.7-36.7)	3%	--	93%
TOTAL STATE-LEVEL	26(100%)	1448.3(16%)	55.7(3.3-277.9)	15%	97%	93%
IEA/LEA Activities						
• Career Guidance	18(100%)	1443.3(20%)	79.6(8.1-207.7)	18%	--	91%
• Needs assessment/evaluation	15(83%)	154.2(2%)	10.3(.8-33.1)	3%	--	91%
• CE in instructional programs (all)	18(100%)	3675.8(50%)	204.2(24.0-824.0)	45%	--	88%
- inservice training only[5]	--	--	--	--	--	--
- materials/resources only[5]	--	--	--	--	--	--
• Collaborative efforts	12(68%)	281.0(4%)	23.4(1.2-72.1)	7%	--	89%
• Private school efforts	10(55%)	50.5(1%)	5.1(.1-15.7)	2%	--	94%
• Other	14(77%)	610.5(8%)	43.6(.2-181.1)	14%	--	92%
TOTAL IEA/LEA-LEVEL	25(96%)	7622.6(84%)	302.6(58.6-1111.8)	81%	97%	94%

Table 5 (continued)

Notes

[1] This table presents information obtained from the FY80 Annual Reports for 25 states and one insular area.

[2] These averages were computed based on the number of states specifying objectives or allocating funds for that activity, rather than on the total number of states; thus, these averages cannot be summed across activities.

[3] Since all states did not break out their expenditures by category, %s are computed based on the subset of 18 states that did categorize their expenditures. The total figures for state- and IEA/LEA-level expenditures, however, are based on all states.

[4] Costs were not broken out for "Collaboration" and "LEA disbursal/T.A." activities; costs for these activities are presumably included under "Other."

[5] Costs were not broken out for "inservice training" or "materials/resources"; costs for these activities are included uncer "CE in instructional programs (all)."

Table 5 presents similar information with regard to the PL95-207 funds that were spent. The first two columns show the numbers and percents of states allocating funds to each area and the total amounts spent for each activity. (As noted previously, only 18 of the 26 states reported expenditures by activity; the percentages reported for individual activities, then, are based on this subset of 18.) The third and fourth columns again focus just on the subsets of states that allocated funds to a given activity and indicate the average amounts spent per state and the average proportions of those states' expenditures represented by those amounts. The fifth column shows, for both the state and IEA/LEA levels, the extent to which states were able to spend or obligate all of their FY79 allotments, and the last column reveals the proportions of total expenditures for each activity represented by the PL95-207 funds. The results shown in Table 5 are discussed, by category, in the following sections.

State-Level Objectives and Fund Distributions

Administration. Approximately two-thirds of the states specified objectives relating to administration of the incentive program at the state level, and those objectives represented 15% of the total set of objectives specified by the states. However, most (three-fifths) of these objectives related to the disbursal of Incentive Act funds to intermediate and/or local education agencies and/or to providing technical assistance to these agencies. Much less emphasis was given to employing personnel or to review and revision of state plans: even in just those states that had specified objectives in this area, employing personnel and reviewing the state plan accounted for only 5% and 9% of these states' objectives, respectively. A similar picture is revealed by the allocation of Incentive Act funds. A majority of the states (88%) had spent at least some of their funds for administration. While expenditures relating to disbursal of funds to IEAs/LEAs were not reported separately, expenditures for personnel and state plan revision accounted for only 6.5% of the states' overall allocations, and only about 9% of the funds of the subset of states that allocated any funds at all in these areas. Nearly all of these funds were used for personnel, covering a portion of the salaries for the State Coordinator and his/her staff. Thus, administration of the Incentive Act program at the state level appears to account for only a small proportion of the states' effort and resources--considerably less, on the average, than the 10% allowed in FY79 under the Incentive Act. (However, at least two of the states whose reports were examined did expend slightly more than 10% of their allotments on administrative activities.) The states appeared to have been reasonably successful in achieving the objectives they had set in this area. The average success rates for each activity were 91-96%, with 67% of the states achieving all their objectives in this area.

Leadership. Nearly all (92%) of the states, on the other hand, devoted at least some of their effort and resources (i.e. Incentive Act funds) to state-level leadership activities. Most prevalent were conducting inservice training and developing and/or disseminating career education materials and resources: 18% and 13% of the objectives, overall, related to these two areas. Other activities included needs assessments and evaluations and promoting collaborative relationships with business or community groups, which together accounted for 16% of the objectives specified by the states.

Interestingly, while leadership activiites accounted for nearly half of all the states' objectives, they used up only 6% of the states' Incentive Act grants; slightly over half of these funds were used to support in-service training, with the remainder allocated to needs assessments/evaluations and to developing/disseminating materials. (Expenditures for activities aimed at promoting collaborative relationships were not reported separately.) States were not entirely successful in achieving their objectives for state leadership. The average rates of success ranged from 69% to 93%, with only one-half of the states achieving all their objectives in this area.

Other. A number of the states (65%) specified state-level objectives relating to areas other than those discussed above. These included such activities as dissemination of information about the state's career education program, infusing career education into a preservice training program as well as general collaboration with institutions of higher education, coordination and planning of state career education advisory council activities, and identification and validation of exemplary career education projects within the state. Approximately 12% of the objectives specified fall into this category of "other." Many (83%) of the states also reported funds spent for "other" activities; however, these funds amounted to only about 3% of the states' budgets.

In sum, the majority of the states' efforts, in terms of the objectives specified, concerned the provision of career education leadership at the state level with administration of the program representing a considerably smaller share of the states' efforts. Neither administration nor leadership consumed a large portion of the states' resources: only 16% of the states' allotments, on the average, were devoted to these areas. The states thus report they are fulfilling the intentions of the Incentive Act in minimizing the amount of effort and resources devoted to program administration and maximizing the proportion of resources passed on to intermediate and/or local education agencies. Further, these states appear to have succeeded in utilizing nearly all of their allotments: only a few states had unobligated FY79 funds to return to the Treasury at the end of FY80.

IEA/LEA Objectives/Fund Distribution

In reporting on their FY79/FY80 accomplishments, the states included data on IEA/LEA objectives as well as SEA objectives. Several particular kinds of objectives were singled out as being of particular interest: career guidance (by law, states were required to allocate at least 15% of their resources to this area), local needs assessment and/or evaluation, infusing career education into instructional programs, developing collaborative arrangements with business, labor, or community groups, and efforts to involve private schools. With the exception of private school involvement, for which no objectives were specified, 25% or more of the states had specified objectives concerning IEA or LEA activities in these areas. By far the greatest effort was devoted to infusing career education into instructional programs, with nearly half of the IEA/LEA-level objectives relating to this area. States had also been most successful in achieving their objectives relating to the infusion of career education and/or to promoting local-level collaboration with business-industry groups, with average success rates of 92% and 91% respectively. States were somewhat less successful in achieving their objectives concerning career guidance and needs assessment/evaluation.

The emphasis on infusing career education into instructional programs as revealed in the objectives is also apparent in the allocation of funds: on the average, states reported that 50% of their allotments were devoted to activities in this area, and all states allocated at least some funds to this effort. The second priority in the allocation of funds appeared to be career guidance. States devoted, on the average, 20% of their allotments to career guidance-related activities; this amount is well in excess of the 15% required by law. The areas of needs assessment/evaluation, collaboration, and private school efforts together accounted for only 7% of the states' budgets. The remaining 8% of the funds were used to support other kinds of efforts, including dissemination, developing local career education plans, and activities aimed at combatting bias and stereotyping. While most states succeeded in using all of the FY79 funds available for IEA/LEA activities, a few states had failed to obligate some portions of their allotments by the end of FY80.

In sum, the states reported they were using the incentive funds as intended, and were reasonably successful in accomplishing what they set out to do. In only a few instances did states fail to expend all of the funds available to them. The remaining sections of this chapter provide more detailed pictures of the nature and extent of the states' efforts and accomplishments under the Incentive Act, based on findings from the site visits.

Findings from Visits to Selected States

In order to obtain detailed information regarding the ways in which the states were using Incentive Act funds to develop or strengthen their career education programs, visits were made to a representative sample of nine of the participating states. The states visited were: Georgia, Louisiana, Massachussetts, Missouri, Montana, New Jersey, Ohio, Oregon, and Pennsylvania; the procedures for selecting this sample, and for conducting the visits, are described in Appendix E-2. Particular emphasis was placed during these visits on ascertaining the extent to which state investments in career education were increasing under the federal career education incentive program and on the particular uses that were being made of the funds at the state level. Other topics investigated concerned the development of awareness of and commitment to career education at the state level, state- and local-level evaluation plans, and mechanisms for disbursing funds to intermediate or local education agencies. The remainder of this chapter presents the results of these inquiries.

State Investments in Career Education

Support for career education appeared to be strong at the state level, as revealed by the results presented in Table 6. State Coordinators interviewed reported that career education was actively supported by the Chief State School Officer in two-thirds of the states. Five of the nine states visited had passed laws endorsing career education, and three had adopted requirements for high school graduation or accreditation that included career education. State Boards of Education in four of the states had adopted formal resolutions in support of career education. In sum, all but two showed some evidence of a real determination to incorporate career education into the educational program.

As required under the Incentive Act, each state had a designated Coordinator or Director of Career Education. In every case, career education was the major responsibility of this individual, with the average proportion of time devoted to this program being 82%; in four of the states, the State Coordinators devoted 100% of their time to career education.* The State Coordinator was generally a moderately senior person within the State Education Agency (SEA) hierarchy, located from one to three administrative levels below the Chief State School Officer. In all but two of the states, additional professional staff, as well as support staff, worked with the State Coordinator on the state's career education program. The average size of the career education staff, excluding the Career Education Coordinator, was 1.6 full-time equivalent (FTE) professional staff and .65 FTE support staff.

In a few states, formal collaborative relationships had been established with other divisions of the SEA. In Oregon, for example, there was an Interagency Steering Committee comprised of representatives of each division within the SEA (e.g., Basic Education, Compensatory Education, Special Education, etc.). This group, to whom the State Coordinator reports, is responsible for determining general policy directions for the state's career education program. Several other states, while not having such formal relationships between career education and other state programs, maintained informal interagency contact on an as-needed basis.

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* It is interesting to note, however, that over the first 15 months of the incentive program there was a 57% turnover in this position! This rapid turnover has major implications for the states' ability to provide effective direction and leadership to this effort.

Table 6

State Investments in Support of Career Education under PL 95-207 (N=9)

Support for the Program	
Number of states where Chief State School Officer has been actively supportive of the program	6
Number of states passing resolutions or laws in support of career education	5
Number of states with stated requirements for high school graduation that include career education	3
Number of State Boards of Education formally endorsing career education	4
Number of states with at least one form of state-level financial support	7
Allocation of Personnel	
Number of states with a formal Coordinator or Director of Career Education	9
Average percent of time State Coordinator of Career Education (SCEC) spends on career education program	82%
Average number of administrative levels between SCEC and Chief State School Officer (and range)	2 (1 to 3)
Number of states with professional career education staff in addition to SCEC	7
Average professional FTE on career education staff besides SCEC	1.6
Number of states with career education support staff	9
Average FTE career education support staff	0.65
Number of states where staff in other SEA departments actively collaborate with SCEC on career education implementation	3
Provision of State Funds	
Number of states appropriating state funds for career education, by name, prior to FY79	3
Average total state funds appropriated per state prior to FY79 (range)	$10.2M ($1.8M to $20.7M)
Number of states appropriating FY79 funds for career education, by name	7
Average amount of FY79 funds spent on career education (range)	$480K ($25K to $2.4M)
Number of states using other state funds for career education	6
Amount of other state funds spent on career education in FY79, range	$25K to $600K
Number of states reporting increased state financial support for career education under PL 95-207	3
Allocation of Other Federal Funds	
Number of states using other federal funds for career education in FY 79	7
Average amount of other federal funds spent on career education in FY79 (and range)	$600K ($100K to $1.5M)

All but two of the nine states visited had used state and/or other federal funds to support career education, in addition to their Incentive Act funds, although several did not have available information on the amounts of funding from these other sources. Estimates of the amount and value of in-kind support within the SEA were especially difficult to obtain. But three of the nine states had had specific "career education" state appropriations over the past four-to-seven years, averaging a total of $10.2 million per state during this time; and seven states, including these three, had appropriated FY79 funds specifically for "career education," with the appropriations ranging from $25,000 to $2.4 million. Six states reported that funds from other state programs (e.g., basic skills, vocational education) were also being used to support career education; the amount of these other state program funds in FY79 ranged from $25,000 to $600,000. Federal funds from programs allowing state discretion in allocation (e.g., ESEA Title IV C) represented a third source of financial support for career education. Seven of the nine states availed themselves of such opportunities in FY79, spending an average of $600,000 of such funds on career education activities.

While support for career education was clearly very strong in the majority of states visited, it was difficult to determine the extent to which states have expanded their support of career education since passage of the Incentive Act. Most states had maintained career education efforts for some years and all had received funding under PL93-380. Thus, the resolutions endorsing career education had in all cases been adopted prior to the Incentive Act, and all but one of the State Coordinators had been appointed prior to receiving Incentive Act funds. Three states reported that state funding for career education had increased in FY79, though in one case the increase was only enough to cover inflation. One state mentioned a significant increase in support (both monetary and in-kind) from other SEA divisions as a direct result of increased intra-agency collaboration fostered by the PL95-207 planning requirements. Given that state participation (fund matching) was not required in FY79, this evidence of increased investment is worthy of note. On the other hand, one state reported that Incentive Act funds were picking up some costs (i.e., for support staff) that had previously been covered by the state, although there was no reduction in overall state funding. Presumably, state funds were being used for other career education activities in this state.

State-Level Leadership Activities

A total of 43 career education leadership efforts, spanning the seven allowable areas listed in the Incentive Act, were supported in whole or in part with Incentive Act funds during the past year in the nine states visited. Each state conducted (or, in the case of two states, contracted for) at least two different leadership activities, with some states conducting as many as nine separate efforts. A summary of the kinds of leadership activities conducted and how they were supported is presented in Table 7.

As can be seen, most of the Incentive Act supported state-level leadership effort was directed at providing inservice training to LEA staff and/or local coordinators and to collecting, evaluating, and disseminating career education materials. Together, these two areas accounted for 67% of the leadership activities. For each of these areas, all but one of the states visited had conducted at least one activity. Somewhat less effort was given to promoting collaborative relationships with business or community groups (although two-thirds of the states had established formal career education advisory panels) and to conducting statewide leadership conferences. Only five and four of the nine states, respectively, were using their Incentive Act funds to support activities in these areas. Relatively few of the states were using this resource to conduct needs assessment or evaluation studies or to work with institutions of higher education to incorporate career education into preservice programs.

Slightly over half of these leadership activities were viewed as "new" efforts by the states. And, with the exception of the collection and dissemination of materials, most of these activities had not previously been carried out prior to receiving the Incentive Act funds. These activities had as their primary focus facilitating the implementation of career education within the state. In addition, most also included at least some effort to promote equal educational opportunity by combatting bias and stereotyping in career education.

The average costs of these activities ranged from $2,750, for activities aimed at incorporating career education concepts and methods into

Table 7

Characteristics of State Career Education Leadership Activities in Nine States Visited

	LEADERSHIP ACTIVITY						
	Inservice Training[a]	Materials	needs Assessment/ Evaluation	Leadership Conferences	Collaborative Relationships	Preservice Training	Total (Average)
Number of activities conducted	20	10	3	4	4	2	43
Number of states conducting activity	8	8	2	4	4	2	9
% representing new efforts	47%	13%	67%	67%	100%	50%	(53%)
% where career education is primary focus	82%	75%	n.a.	n.a.	n.a.	n.a.	(79%)
% where elimination of bias/ stereotyping is addressed	88%	63%	67%	100%	100%	100%	(86%)
Average total cost (range)	$14,000 ($500-$55,000)	$41,000 ($5,000-$180,000)	$30,000 ($15,000-$45,000)	$15,500 ($8,000-$30,000)	$74,400 ($125-$206,000)	$2,750 ($1,500-$4,000)	($29,600) ($1,500-$206,000)
Average % cost supported by PL95-207							
Administrative	22%	0%	0%	0%	33%	?	(11%)
Leadership	55%	41%	67%	50%	34%	?	(49%)
LEA	4%	17%	0%	50%	0%	?	(14%)
Total	81%	58%	67%	100%	67%	?	(74%)
Other sources of support (number of states citing each)							
Federal Voc Ed Funds	5	1	—	—	—	—	6
Other Federal Funds	1	—	—	—	—	—	1
State Career Ed Funds	—	—	—	—	—	—	—
State Voc Ed Funds	—	1	—	—	—	—	1
Other State Funds	2	2	—	—	—	—	4
ESEA Title V	—	—	1	—	—	—	1
CETA	—	—	—	—	1	—	1
% activities receiving in-kind support from BLIP or CC organizations	59%	38%	0%	100%	100%	50%	(58%)
Average value of support received	$29,000	$41,000	—	$15,500	$6,000	$10,000	($20,000)

[a] Includes training both for LEA staff and local coordinators

preservice teacher training, to $41,000 for activities involving the collection, evaluation, and dissemination of career education materials and resources. Approximately 74% of the costs of these activities was supported by the Incentive Act funds, mostly with funds set aside for state leadership activities. Other sources of support for these leadership efforts included federal and state vocational education funds, other federal and state funds, ESEA Title IV C monies, and CETA funds. In addition, slightly over half of these leadership activities also received in-kind or non-cash support from state or local business, labor, industry, profession, or community groups. Such support could take the form of materials, staff time, space, or equipment; the estimated value of this support ranged from an average of $6,000 for activities aimed at promoting collaboration with other organizations to $41,000 for materials collection, evaluation, and dissemination activities.

The Incentive Act does appear, then, to have resulted in an substantial increase in state-level leadership activities designed to foster the implementation of career education programs, although the states did not rely solely on Incentive Act funds to carry out these activities. More detailed information about the nature of the state-level leadership activities conducted in each of these areas is provided below.

Inservice training. As shown in Table 8, eight of the states had engaged in a total of 20 inservice training activities as part of their career education leadership effort. Most (80%) of these activities involved multiple workshops or institutes. At the time the interviews were conducted (May-June 1980), 95 separate institutes or workshops had been held, and 37 more were planned. Each such workshop or institute lasted one-to-two days, and as many as 16 were planned or conducted as part of a single training activity (the average number of workshops per training activity was 6). The numbers of LEA staff participating in these training activities varied widely, from 12, for a single workshop addressed specifically to local Career Education Coordinators, to over 500 for a series of workshops attended by teachers and local coordinators. On the average, however, approximately 150 people participated in a particular training activity (i.e., workshop or series of workshops). Of those trained during the past year, nearly half (43%) were teachers and a quarter (26%) were local coordinators. The remainder included administrators (9%), counselors (13%), and other district staff (9%).

Table 8

Characteristics of Inservice Training Activities Conducted by States Under PL95-207 (N=9)

Number of states conducting inservice training activities	8
Total number of training activities conducted	20
Number for local coordinators only	7
Number for other LEA personnel	13
Percent of training activities involving multiple workshops	85%
Average number of workshops per training effort (range)	6 (1-16)
Total number of workshops conducted	95
Total number of additional workshops planned	37
Average duration of workshops (range)	1.79 days (1 hour to 5 days)
Average number of participants per training activity	148
% teachers	43%
% local coordinators	26%
% administrators	9%
% counselors	13%
% other LEA staff	9%
Percent training activities involving, as trainers	
State career education staff	76%
Other state education agency staff	59%
Representatives of the target group (i.e., LEA staff)	82%
Percent training activities where--	
a. representatives of target group assist in planning	90%
b. prior written administrative commitment is required of LEA	65%
c. training recipients are granted release time or are otherwise subsidized	82%
d. training is conducted in quiet, separate location	94%
e. participants are given materials for use following training	94%
f. participants prepare an implementation plan	71%
g. participants are encouraged to train other staff	94%
h. participants' reactions and suggestions for improvement are obtained	47%
i. participants are followed up after training	47%

Most of these training activities involved multiple trainers, including state career education staff, other SEA personnel, representatives of business or community groups, and LEA staff (representatives of the target group for the training). LEA staff also assisted in planning the training activity in 70% of the cases. Training conditions generally appeared to be very favorable. In over 80% of the cases participants were given release time or some other form of subsidy to make it easier for them to attend, and in 65% of the cases, a prior written notice of commitment to or support for the training was required of the LEA. Typically, training activities were conducted in settings that were quiet and free from interruption, such as local hotels or conference facilities. Participants were in most cases given materials or resources which they could take back to their schools to use following the training. In addition, about three-fourths of the training efforts required participants to prepare an implementation plan for applying what they had learned, and in nearly half the cases participants were encouraged to work with or train other staff when they returned to their schools. Almost all the training activities had some provision for obtaining feedback from participants following the training, and nearly half planned some form of longer term follow-up or progress assessment.

Collection, evaluation, and dissemination of materials. All but one of the states visited had as part of their leadership efforts the collection, evaluation, and/or dissemination of career education materials. The characteristics of these various activities are summarized in Table 9. In half of the states this materials dissemination effort was accomplished through the establishment and operation of career education resource centers; typically these centers were located within the State Career Education Coordinator's office, although in some cases the state contracted with other groups (e.g., an IEA) to run the centers. Through the resource centers career education materials were collected, evaluated, and made available to LEA staff for review or, in some cases, for use in their schools. Other states, rather than setting up resource centers, prepared materials/resource guides for use by LEA staff or conducted materials review and dissemination on an informal basis. One state also selected, adapted, and distributed a career information/guidance program for use at the elementary level. Three-fourths of all the materials collection/evaluation/dissemination activities were directed by full-time professional staff. In only one

Table 9

Characteristics of Materials Collection/Evaluation/Dissemination Activities Conducted by States Under PL95-207 (N=9)

Number of states conducting materials collection/dissemination activities	8
Number of activities conducted[*]	10
Number (%) activities conducted by a permanent center or staff	4 (50%)
Number (%) of centers located in State Career Education Coordinator's Office	2 (25%)
Number (%) activities involving--	
materials collection or acquisition	5 (63%)
materials evaluation or assessment	4 (50%)
materials circulation or dissemination	8(100%)
Number (%) directed by full-time professional staff	6 (75%)
Number (%) receiving input from advisory council	1 (13%)
Number (%) utilizing national career education resource centers	4 (50%)
Number (%) seeking BLIP/CC materials or resources	5 (63%)
Number (%) screening materials for bias/stereotyping	5 (63%)
Number (%) active outreach function	6 (75%)
Number (%) provision for obtaining regular feedback	3 (37%)
Number (%) with provision for monitoring usage	1 (13%)

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[*] Detailed information was obtained for only 8 of the 10 reported activities. Thus, the percentages following are based on N=8.

case, however, was there also an advisory board to provide input regarding the needs and expectations of the intended users.

In half of these activities, staff utilized such national centers or clearinghouses for career education resources as the ERIC Clearinghouse on Career Education and the National Center for Career Education to obtain materials. In over half, staff had established or maintained contact with business, professional, and/or community groups within the state in order to obtain low-cost or free educational materials; in one state a bibliography of resources available from over 500 such organizations was published and distributed. In many of these activities there was some provision for the screening of all materials collected or distributed to ensure they did not exhibit bias or stereotyping.

Several of the states maintained an active outreach function to ensure that intended users of the materials were aware of the existence of the center or resource materials and procedures for accessing them. Outreach strategies included mentioning the center or resource in inservice training workshops or state newsletters and setting up a display booth at state conferences. Few of the states, however, had any provision for obtaining regular feedback from users regarding the center's materials or operations. Further, while some could provide general estimates of numbers of visits or mailings or phone requests per month, only one had any regular procedure for monitoring use of the materials. It was thus not possible to determine reliably the extent to which the intended audiences were in fact using the centers.

State needs assessment and evaluation studies. Only two of the states visited used any of their Incentive Act funds to support statewide needs assessment and evaluation studies. Of the three activities reported, one involved the development of a student assessment device, another involved annual assessments of career education activity in the state as mandated by state law, and the third involved a one-time, summative evaluation of the state's efforts. The first two activities are being carried out by state education agency staff that have ongoing responsibility for evaluation and assessment efforts; the latter study is being planned by the state career education staff but will be carried out through a third party evaluation contract.

The first two activities involve assessing attainment of student outcomes, based on state-developed statements of desired student outcomes; among the outcomes examined is the degree to which students feel they have equal opportunity in career choice. Standardized paper-and-pencil tests are used, containing locally-produced test items and (in one case) also commercial test items; evidence regarding the reliability and validity of these tests has been compiled. In both cases state-level norms have been developed for use in making comparative judgments about the magnitude of obtained scores. The summative evaluation plan includes provision for obtaining data from teachers, administrators, parents, and members of the community as well as students.

Statewide career education leadership conferences. Four of the nine states visited had conducted statewide leadership conferences as part of their leadership effort. Typically more than one conference is being held, although only one state reported plans to conduct them on a regular (e.g., annual) basis. The conferences generally last two days and may have 100-300 participants. Most of the participants tend to be LEA staff, although state education agency staff, business/labor/professional organization representatives, advisory council members, and higher education representatives may also be included. While state career education staff are generally responsible for organizing and conducting these conferences, sponsorship is often shared with other organizations (e.g., the state's career education association). Representatives of the participant groups are also typically given an opportunity to suggest possible topics or speakers.

The conferences conducted in the states visited all included introductions to the career education concept and current issues in career education, all provided opportunities for participants to view career education materials and resources, and all addressed the problem of combatting bias and stereotyping in career education. In addition, several of the conferences included formal training sessions or workshops for participants and provided some opportunity for participants to share and discuss their experiences and problems. All the states also had some provision for obtaining feedback from participants. States varied markedly in the extent to which they subsidized participants' costs of attending the conferences. One state paid all the costs for all participants, while another reported that attendees covered most of their own costs.

Promoting collaborative relationships with other agencies and organizations. Four of the nine states visited were using a portion of their Incentive Act funds to promote collaborative relationships with other agencies. (Note: this does not include efforts to promote such collaboration through State Career Education Advisory Panels or Interagency Steering Committees.) The types of activities carried out in this area included meeting with a local community group (Women's American ORT), preparing handbooks or manuals for use by teachers, counselors, or local coordinators, and collaborating with state CETA officials on a grants program aimed at improving career guidance and counseling for disadvantaged youth. Half of these activities were characterized as one-time only efforts; only one, the CETA grants program, was viewed as an ongoing activity. Two of the activities (the meeting and the grants program) represented efforts to promote collaboration with a specific group, while the others addressed a wide range of agencies and organizations, including other state education agency offices, other state-level agencies, individual businesses, labor organizations, and civic organizations, professional associations, and postsecondary institutions. All the activities provided some form of orientation or training for the participants. For the most part these activities did not involve forming or using an advisory panel or maintaining liaison with the state legislature or its education committees. Some of the activities, however, did involve establishing ties to the State Occupational Information Coordinating Committee, the State Economic Development Council, the State Employment Service, the State CETA Program Planning Council, and/or the State Advisory Council on Vocational Education. Some of the activities had also made provision for disseminating information about their efforts, such as by issuing announcements (as with the CETA grants program) or notices of the availability of materials.

Promoting the adaptation of preservice teacher training curricula to include career education concepts. Only two of the states were using any of their Incentive Act leadership funds to promote the inclusion of career education concepts in preservice teacher training programs. In one case this represented an extension of previous efforts: a model for infusing career education into higher education institutions had previously been developed and is now being implemented in all of the teacher-training programs in the state. The model is designed to be flexible enough for faculty members in different institutions to adapt it to their own needs. In addition, ties have been established with the State Teacher Licensing Board, professional associations charged with accrediting teacher-training programs, and associations of faculty of teacher training programs in the state; an advisory council has also been established. In the other case there had been no prior effort in the state in this area. The state is now working with one university to develop a preservice training model, but no other universities or associations have yet been involved.

In both states this activity is directed by staff experienced in techniques of curriculum development and promoting institutional change. Both states' models are very comprehensive, providing for infusing career education concepts into subject matter, teaching methods, and student teaching courses, at both the elementary and secondary levels. The model that is being implemented also provides (informally) opportunities for trainees to observe exemplary career education efforts in person. However, there is no provision for assessing the subsequent performance of students in order to determine the effectiveness of the program.

Career Education Awareness/Commitment Among Business, Industry, Labor, and Professional Groups at the State Level

As the figures presented in Table 10 reveal, business and community groups are actively supporting and participating in these states' career education efforts, both through their involvement on state-level career education advisory panels and their direct support of activities at the state and/or local levels. Five of the nine states had formally established career education advisory panels at the state level; these panels had been in existence, on the average, for somewhat over three years. A sixth state had selected a panel but was unable to convene it because state laws precluded the expenditure of funds for support or reimbursement of non-state employees. In another state a panel already established for ESEA, Title IV Parts B and C, also provided advice and assistance to the state career education staff.

These advisory panels ranged in size from 21 to 36 members; on the average, nearly half of the membership was comprised of representatives from business, industry, or professional associations (18%), labor groups (9%), civic/community organizations (11%), and representatives of groups

Table 10

Support for Career Education from Business, Labor, Industry, and Professional (BLIP) and Civic-Community (CC) Organizations*

Number of states having state-level career education advisory panels	5
Average number of years panels have been in existence	3.4
(range)	(2-4)
Average size of advisory panels	27
(range)	(21-36)
Average composition of panels	
% representatives business, industry, professional organizations	18%
% labor representatives	9%
% representatives of civic/community organizations	11%
% representatives of groups with special needs	9%
% educators	38%
% SEA, government agencies	9%
% parents, students	5%
% other	1%
Number of states (N=5) where advisory council has:	
issued statement endorsing career education	2
assisted in review/revision of state plan	4
assisted in review of IEA/LEA proposals	0
developed guidelines for local BLIP/CC groups	1
acted to stimulate BLIP/CC involvement in career education	3
Number of states where BLIP/CC groups have provided funds to support career education at state level	2
Average amount of funds provided	$18,000-$20,000
Number of states (N=2) where this was a "new" activity	1
Number of states where BLIP/CC groups have provided people or facilities to support career education	4
Number of states (N=4) where this was a "new" activity	0
Number of states where BLIP/CC groups have conducted or assisted in workshops or other career education activities	7
Number of states (N=7) where this was a "new" activity	1
Number of states where BLIP/CC groups prepared or disseminated materials relating to or for use in career education	6
Number of states (N=6) where this was a "new" activity	0
Number of states where BLIP/CC groups have lobbied or otherwise encouraged state legislature to support career education	2
Number of states (N=2) where this was a "new" activity	0

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*N=9 unless otherwise noted

with special needs, e.g., handicapped, women's groups (9%). The remainder of the panels consisted primarily of educators (38%), SEA and other government officials (9%), and, occasionally, parents or students (5%).

Panels typically met several times a year, although in two of the states meetings had not been held within the 12 months preceding our visit. Although all of the panels characterized their roles as advisors to the state career education staff, panel operations and activities varied considerably: some functioned essentially as review boards while others were actively involved in planning and implementation activities. Four of the five panels had participated in the review or revision of the state plan for career education, and two had adopted formal resolutions endorsing career education in the state (two others had provided letters of support for career education to state and/or federal officials). Although none of these panels had been involved in actually reviewing LEA proposals for PL95-207 funds, at least two panels had been instrumental in determining how the funds would be allocated. In one state the advisory panel established the criteria for evaluation of the LEA proposals, including a requirement that they address the need for collaboration with business/community groups; in another the decisions to fund only demonstration projects and consortia were based on the advisory panel's recommendation. Three of the panels had worked directly to stimulate involvement of other business or community groups within the state and/or prepared guidelines for such business/community/school collaboration. Other activities and accomplishments reported for the state advisory panels included assisting in the planning for state conferences, assessing the state's progress in implementing its plans, and generally providing visibility and advocacy for the program.

All but one of the states also reported at least some direct support for career education from business and community groups in the state. The most common forms of such support were (1) for representatives of various organizations to conduct or assist in workshops, conferences, or other career education activities, or (2) for organizations to prepare or disseminate materials relating to or for use in career education. Two states reported that business and community groups had funded as well as participated in career education workshops. In one state a major newspaper sponsored a workshop on job placement for counselors in the local area; in another the National Alliance for Business conducted a series of similar meetings at the regional level. In yet another state a major business firm sponsored a series of workshops whereby its staff and teachers in the state worked together to implement a "steps to employment" program. Businesses in several of the states had prepared materials or other resources for schools to use in their career education programs; these ranged from brochures describing a career or the kinds of work performed by employees in a specific company to complete career guidance programs. As mentioned previously, one state compiled a bibliography that listed materials and resources available from over 500 firms in the state.

Four of the states indicated that business or community groups had provided people or facilities to aid in implementing career education. Examples of this kind of support include providing (or renting) space for state or regional conferences, printing, distributing, and tallying results of surveys, providing staff to serve as adjunct instructors for career-related units in the classroom, and providing on-site work exploration or experience opportunities for students.

Only 2 of the 21 instances of business/community support reported by these states were described as definitely not having occurred prior to the Incentive Act. However, several of the State Coordinators commented that the support by and involvement of business and community groups had increased as the states undertook more systematic efforts to implement career education under the Incentive Act. Further, interviews with state advisory council members and representatives of business or community groups revealed a growing recognition that career education can benefit employers as well as students, by improving the "quality" of graduates that will be applying for jobs. For this reason they anticipated business and community involvement to increase as career education develops a "track record" of success.

While the data obtained and summarized above demonstrate that business and community groups are indeed supporting the states' career education efforts, and illustrate some of the forms that support takes, it was not possible to obtain a comprehensive picture of the extent of such support in these states. None of the states had maintained records of all the various kinds of support they had received, or from whom. On occasion, state advisory council members provided examples of support of which the State

Coordinators were not aware, and vice-versa. In addition, it was not possible to attribute this support specifically to the state leadership activities stimulated by the Incentive Act, although there was anecdotal evidence that the breadth and magnitude of support was influenced by the states' efforts in this area.

Disbursal of Funds to IEAs/LEAs

All of the states visited solicited proposals from local education agencies (LEAs) and, where appropriate, intermediate education agencies (IEAs) for using PL95-207 funds to implement career education at the local level. Data relating to the allocation procedures and results for FY79 funds are presented in Table 11. Only one state formally restricted the number of IEAs and LEAs that could apply for these funds. However, two states encouraged applications from either large districts or consortia of smaller districts, and/or from districts that had had some prior involvement with career education. (A third state was also considering limiting its FY80 flow-through funds to districts that had had prior involvement in career education, because state staff felt that more was being accomplished with the Incentive Act funds where there was some base to build on.)

Most states had funded a wide range of activities, reflecting the flexibility inherent in the legislation. However, several of the states gave special priority to projects concerned with providing guidance and counseling services or with combatting bias and stereotyping. With regard to guidance and counseling, some states set aside a portion of their funds (at least 15% in all cases) to be allocated for projects focusing primarily on this area, while other states required all projects to include a component in this area. One state also gave special weighting to projects involving infusion of career education into basic skills areas and to projects establishing linkages with CETA activities.

Several of the states also gave priority or additional proposal evaluation points to projects targeted to or benefitting students with special needs. Projects aimed at or involving handicapped individuals, students in high-unemployment areas, or minority or low-income students were each given special consideration in at least three of the states visited. One state also emphasized projects aimed at students with limited English speaking ability and another stressed projects from districts in sparsely

Table 11

Disbursement of PL95-207 Funds to IEAs/LEAs in Nine States Visited

Mechanisms for Disbursing Funds

Number of states restricting eligibility to apply for funds	1
Number of states identifying special funding priorities in RFP	7
Number of states giving special priority to:	
providing guidance/counseling services	4
activities to combat bias or stereotyping	3
inclusion of career education into basic skills curricula	1
linkages with CETA activities	1
Number of states giving special priority to projects benefiting:	
handicapped individuals	3
students in areas of high unemployment	3
students in sparsely-populated areas	1
students with limited English-speaking ability	1
minority or low-income students	3

FY79 Allocations

Average number of IEAs applying for funds (range)(N=4)	5.3 (1-9)
estimated % of total in states	47%
Average number of LEAs applying for funds (range)	59 (17-120)
estimated % of total in states	18%
Average number of IEA applicants awarded funds (range)(N=4)	3 (0-4)
estimated % of total	57%
Average number of LEA applicants awarded funds (range)	30 (5-64)
estimated % of total	45%
Percent funded IEAs/LEAs that had not previously been involved in implementing career education (range)	45.3% (0%-100%)
Average number of awards made (range)	18 (5-28)
Average size of award (range)	$44,000 ($1,522-$159,850)
Number states funding projects addressing the following areas:	
incorporating career education concepts and approaches into the instructional program	9
developing and implementing comprehensive career guidance and counseling services	9
developing and implementing collaborative relationships with BLIP/CC groups	6
providing on-site work experiences for youth	5
employing a local career education coordinator	5
training local career education coordinators	7
providing inservice training for local educational personnel	9
purchasing supplies and materials	9

(continued)

Table 11

(continued)

FY79 Allocations--continued	
conducting institutes for community leaders and parents regarding nature and goals of career education	3
establishing and operating community career education councils	5
establishing and operating career education resource centers	8
adopting, reviewing, and revising local plans for career education	7
conducting needs assessments and evaluations	7
preparing JDRP submissions	1
Number of states in which funded projects represent mostly "new" activities for the IEAs/LEAs	7
Local Support for Career Education	
Number of states where local funds have been allocated for career education this year	9
Average amount of local funds allocated (range) (N=4)	$261,900 ($53,500-$653,939)
Number of states where this represents an increase over previous years	5
Number of states requiring some local matching on PL95-207 awards for FY79	2
Number of states indicating some local "in-kind" support for career education	7

populated areas that presumably lacked the resources to implement career education on their own.

Applications were received from an average of 46.5% (range 6-100%) of the IEAs in these states and from an average of 17.6% (range 5-30%) of the LEAs. On the average nearly half of these applicants (50.5% of the IEAs and 46.9% of the LEAs) were subsequently funded; however, the proportions of LEAs being funded varied widely among the states, with a low of 8% in one state that awarded a few large grants to a high of 84% in another state. Nearly half of those funded (45.3%) had not previously been involved in implementing career education.

The states differed widely in their approaches to funding regional or local projects. One state, which had a large state-funded program, concentrated PL95-207 funds in selected areas, awarding only five grants ranging in size from $82,550 to $159,850. At the other extreme, another state used the funds very much as seed money, awarding grants to 23 individual districts plus five consortia including a total of 42 districts; these grants ranged in size from $4,000 to $119,900, with an average of $25,703. In general, the average of 18 grants of approximately $44,000 each is reflective of most states visited.

Each of the local-level activities specified in the authorizing legislation was being carried out in projects in at least three of the states visited, with four activities (infusion of career education concepts into the curriculum, implementation of guidance and counseling services, provision of inservice training for LEA personnel, and acquisition of supplies and materials) being funded in all nine states. Only one state reported funding a LEA project that intended to seek JDRP approval. Seven of the nine states reported that the projects funded represented "mostly new" activities for these IEAs/LEAs. Although only two of the states had required LEA matching in order to receive Incentive Act funds, all of the states visited reported that local funds were also being allocated for career education (at least in those LEAs receiving PL95-207 funds). However, except where matching had been required, states found it very difficult to estimate the amount of such local support. For the four states where figures were provided, the estimated levels of LEA support ranged from $52,500 to $653,900, with an average of $261,900. Seven of the states also reported that LEAs were providing in-kind support for career education activities, although they could not estimate how much. Five of the nine states reported that the levels of LEA support for career education in the past year had increased appreciably relative to previous years.

State and Local Level Evaluation Efforts

There was considerable variation among the states' plans for assessing the implementation of career education as a result of the PL95-207 program, in terms of both the nature and the extent of their evaluation plans. One state planned to rely almost exclusively on information supplied in LEA project final reports, while another state was implementing a comprehensive evaluation effort aimed at obtaining JDRP approval of the whole state program. Between these extremes, the State Coordinators identified several criteria that they planned to use to assess the implementation of career education. These criteria, grouped into four categories, are shown in Table 12.

All of the states had required IEAs and LEAs that received PL95-207 funds to include plans for evaluating their activities as part of their proposals. As can be seen, several states planned to use these reports as a (usually partial) basis for assessing each of the four aspects of implementation of career education. Eight of the nine states had plans to assess the level of statewide implementation; the numbers of LEAs applying for or receiving funds for career education activities was a frequently-mentioned criterion in this area. Two states also expected ongoing state program audits (i.e., for school improvement or state accreditation efforts) to include career education implementation.

With regard to more specific aspects of career education, six of the nine states planned to examine the extent of infusion of career education into the schools' curricula, and three states planned to monitor the extent of business/community collaboration in LEA's career education efforts. Seven of the states planned some form of assessment of learner impact above and beyond data provided in the LEA reports. State assessment programs that included career development components, state program audits that included student data, and student needs assessments were some of the strategies mentioned. Two states indicated that controlled evaluation studies were to be carried out to assess the impact of career education on the students.

Table 12

Criteria for Assessing Implementation of Career Education To Be Used by States Visited

Criteria for Assessing Statewide Implementation (N=8)	No. of States Planning to Use
Number of LEAs applying for or receiving PL 95-207 funds	3
Number of LEAs receiving other federal funds for career education activities	1
Number and kind of materials distributed	1
Number of participants in workshops and meetings	1
State needs assessment results	1
State program audits (e.g., for school improvement programs, others)	2
Narrative statements from participants regarding inservice training	1
LEAs' stated intent to maintain efforts with local support	1
LEA evaluation reports	3
Data from the Chief State School Officers' Career Education Implementation Questionnaire	1
Criteria for Assessing Infusion into Curriculum (N=6)	
Number of classes where career education is being infused into curriculum	1
Number of students in classes where career education is being infused	1
Examples of activities or infusion strategies being used	2
Curriculum objectives and achievement rates	1
LEA evaluation reports (not further differentiated)	4
Criteria for Assessing Collaboration with Business/Community Groups (N=5)	
Number of representatives on local career education action councils	2
Minutes of meeting of local action councils	1
Number and presentations made or statements issued	1
Local evaluation reports by business/community groups	2
Criteria for Assessing Learner Impact (N=7)	
State assessment program, career development component	1
Other state program audits or assessments (e.g., SIP, accreditation)	2
State (student) needs assessment	2
Formal controlled evaluation study	2
LEA evaluation reports (not further differentiated)	3

All of the states visited had some plans to use evaluation data as they are obtained in order to modify and improve existing programs, and some states indicated changes had already been made or were planned in their requirements for FY80 LEA projects based on results observed for the FY79 projects. Two states also indicated an intent to use these results to identify effective projects or strategies that could be disseminated to other IEAs or LEAs in the state.

The highly idiosyncratic nature of the various states' evaluation plans and activities, however, severely limits their potential utility in any cross-state assessment of career education implementation. It is likely that existing data collection procedures would need to be considerably modified in order to produce any data capable of being compared across the various states.

Summary

All of the states visited reported that career education implementation had increased in their states over the past year (since the state PL95-207 efforts got underway). As evidence of such an increase, several states mentioned the greater number of career education projects being carried out as a result of the availability of federal funds. These projects were seen as resulting in more inservice training for staff, more infusion of career education into academic curricula, more services being available to students, and more students being reached. A second major indicator of progress in implementing career education was the increase in interest in career education in the states during the past year, as revealed by more calls and requests for technical assistance relating to career education and more support and offers of help from business and community groups. A third reported indicator was the increase in the focus and articulation of the states' career education programs, resulting in more systematic efforts to implement career education.

The Incentive Act was given much of the credit for these observed gains, although in two states adoption of state education standards that included career development or career education also contributed significantly. In addition to providing funds, the Incentive Act was seen as providing a needed push for many of the states to pull together their career education efforts at the state and local levels into coordinated programs.

The flexibility inherent in the Act was appreciated, in that states felt they were able to structure the kind of program and activities that would best meet their needs. The Incentive Act program also had considerable "PR" value for the states, enhancing the perceived legitimacy of their efforts by providing federal backing and enhancing public awareness of the program, which resulted in increased participation and support. Business and community organization commitments to provide resources and people were also cited as helpful factors in increasing career education implementation.

All of the states visited anticipated further increases in career education implementation over the next few years, assuming no drastic reductions in current levels of federal or state support. Projections for the proportion of school districts that would be implementing career education to at least some degree by the expiration of the Incentive Act (1984) ranged from 25 to 100 percent, with nearly half of the states estimating that most, if not all, the LEAs would be involved by that time. Several states had incorporated implementation schedules (e.g., 30 new districts involved each year) into their state plans, in order to ensure that they reach these goals.

There was less agreement among the states regarding what would happen after the Incentive Act expired. A few expected that implementation efforts would continue with state and local support and that programs would be strengthened in LEAs that had already become involved. Other states, where state support has not been high, expressed some doubts about the extent to which career education implementation efforts would continue. State support, either through providing funds directly or through inclusion of career education in state graduation or accreditation standards, was viewed as essential to maintaining a high level of career education implementation. In general, though, the states were more concerned about the remaining four years of their current five-year plans than about what would follow. One state indicated that it would be preparing a second five-year plan in 1983 and would deal with the issue then.

V. CAREER EDUCATION IMPLEMENTATION AT THE INTERMEDIATE AND LOCAL LEVELS

As indicated in Chapter V, the primary objective of making incentive funds available to the states was to enable them, in turn, to provide funds to assist intermediate and local education agencies (IEAs/LEAs) to develop (or strengthen existing) comprehensive career education programs. The activities that would be supported by these grants were expected to enhance intermediate- and local-level awareness of and commitment to career education, with consequent increases in the investment of local- (and intermediate-) level resources in career education. The portion of the Evaluable Program model that deals with these activities and intended outcomes is highlighted in Figure 7.

The data on the states' uses of the career education incentive funds (see Table 5, in Chapter IV of this report) gave some indication of the kinds of activities that were being supported at the intermediate and local levels. More detailed information, albeit for a smaller number of states, was obtained from visits to 31 selected IEAs and LEAs that were made in conjunction with the visits to states that were described in Chapter IV.* This chapter presents information obtained from these visits relating to intermediate- and local-level activities and outcomes.

IEA Participation and Investment in Career Education Incentive Program

Intermediate education agencies (IEAs) were found to be actively involved in career education implementation under PL95-207 in three of the nine states visited (the other states either did not have such intermediate-level education agencies, or had not allocated any of their Incentive Act funds to them.). Information relating to the nature of their involvement is shown in Table 13.

Most (six of the seven) IEAs visited were agencies that had existed prior to PL95-207 and that had responsibilities in areas other than career education. On the average, they had been involved in career education for approximately four and one-half years. Five were regional education

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* A description of the IEA/LEA sample and data collection procedures is provided in Appendix E-3.

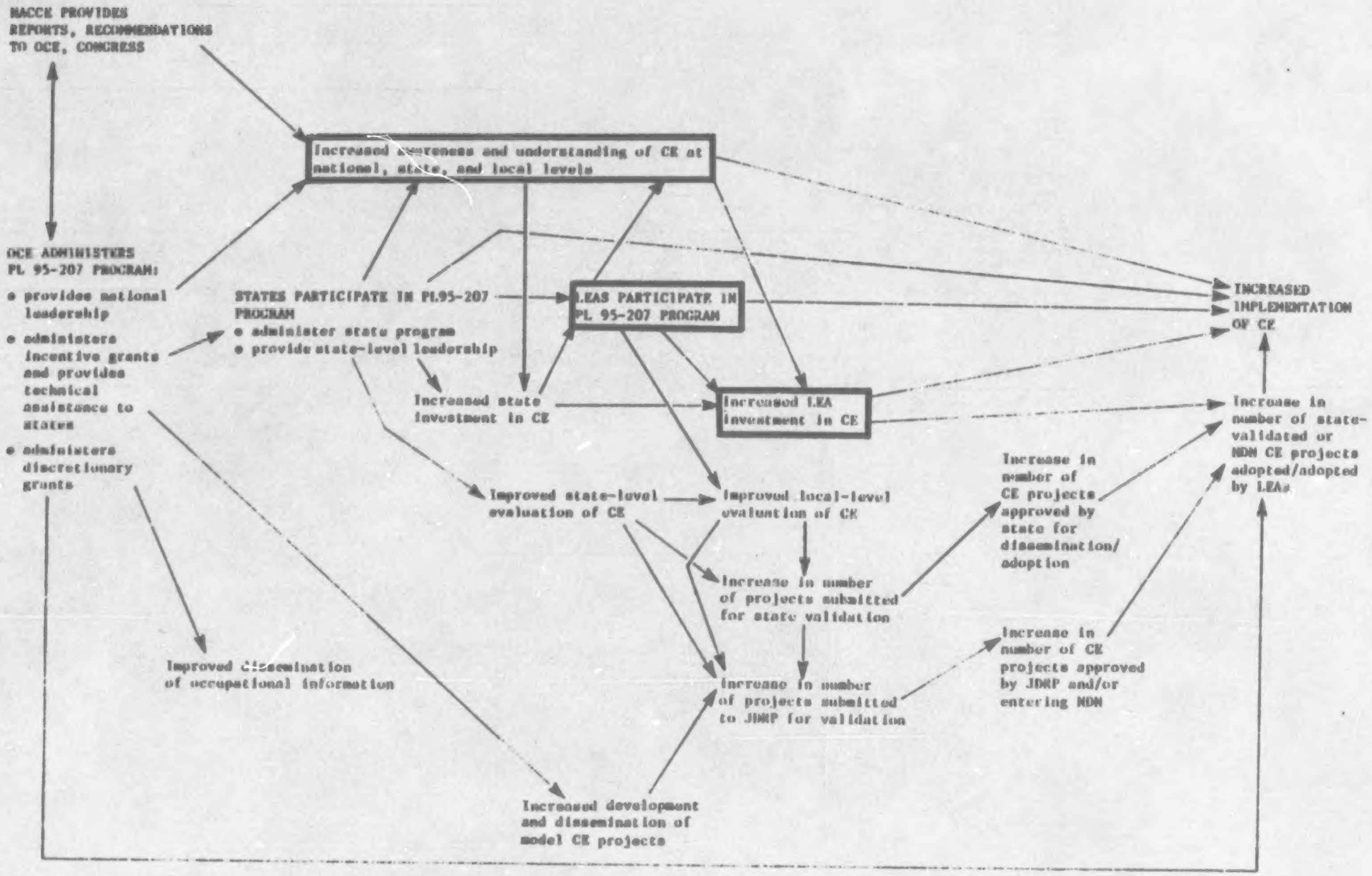
NACCE PROVIDES REPORTS, RECOMMENDATIONS TO OCE, CONGRESS
Increased awareness and understanding of CE at national, state, and local levels
OCE ADMINISTERS PL 95-207 PROGRAM:
• provides national leadership
• administers incentive grants and provides technical assistance to states
• administers discretionary grants
STATES PARTICIPATE IN PL95-207 PROGRAM
• administer state program
• provide state-level leadership
LEAS PARTICIPATE IN PL 95-207 PROGRAM
INCREASED IMPLEMENTATION OF CE
Increased state investment in CE
Increased LEA investment in CE
Increase in number of state-validated or NDN CE projects adopted/adopted by LEAs
Increase in number of CE projects approved by state for dissemination/adoption
Improved state-level evaluation of CE
Improved local-level evaluation of CE
Increase in number of projects submitted for state validation
Increase in number of CE projects approved by JDRP and/or entering NDN
Improved dissemination of occupational information
Increase in number of projects submitted to JDRP for validation
Increased development and dissemination of model CE projects

Figure 7. IEA/LEA activities and outcomes in the evaluable career education incentive program

Table 13

IEA Involvement in Career Education (N=7)

Number of IEAs that existed prior to PL95-207	6
Number of IEAs with responsibilities other than career education implementation	6
Average number of years involved in career education	4.5
(range)	(1-8)
Average amount of PL95-207 support*	$36,250
(range)	($0-$98,300)
Average percent of total IEA career education budget	53%
(range)	(15-100%)
Average percent of IEA career education funds from:	
other federal sources	35%
state career education funds	0%
other state funds	10%
other	4%
Size of career education staff:	
average number of FTE professionals	1.9
(range)	(1-3.5)
number supported by PL95-207 funds	0.6
average number of FTE support staff	1.0
(range)	(.2-3)
number supported by PL95-207 funds	0.1
average percent of total IEA staff	9%

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*One of the IEAs reported receiving $88,000, all of which was funneled directly to LEAs.

service centers whose staff provided training and other forms of assistance to LEAs in the region; the sixth was a community education-work council whose function was to promote collaboration among various community groups regarding a number of education and training programs. The remaining IEA, on the other hand, was actually a consortium of LEAs that had banded together in 1979 to apply for PL95-207 funds. The "IEA" function was to coordinate the career education activities of the LEAs in the consortium. (In this instance, all of the funds received were funneled through to the LEAs.)

The average IEA grant was $36,250. The PL95-207 grants typically represented about half of these IEAs' career education budgets, although in three cases all of the IEA's career education funds came from PL95-207. Where other career education funds were received, they tended to come mostly from other federal sources (e.g., DOL education-work council and CETA funds, ESEA Title IV B and C funds, and vocational education funds).

Typically, there were one to three FTE professional staff involved in career education implementation within the IEA, approximately one-third of whom were supported by the PL95-207 funds. There were also up to three FTE support staff for career education, somewhat over one-tenth of whom were supported by PL95-207. In general, the career education staff within these IEAs comprised only 9% of the total staff, indicating that career education was rarely a major thrust for these agencies.

The major function of these IEAs is to help train LEA staff in career education concepts and methodologies; information on their training and other activities during the past year is presented in Table 14. All of the IEAs visited had been involved in training teachers and other building level personnel (e.g., principals, counselors), and most reported also providing training for local Career Education Coordinators. Other groups receiving training from these IEAs included a regional counselors' association and students. On the average, each IEA reported conducting approximately fourteen workshops, each having approximately 18 participants. (It should be noted, however, that the IEAs appeared to define a workshop differently, with at least one counting multiple sessions as separate workshops while another viewed them as parts of a single effort.) The topics covered in these workshops frequently included career education infusion strategies, development or use of career education curriculum guides and

Table 14

Activities and Accomplishments of IEAs under PL95-207 (N=7)

Number of IEAs providing inservice training for:	
teachers	7
local career education coordinators	5
other educational personnel	7
other	3
Average number of workshops conducted by IEAs (range)	14 (3-36)
average number of participants	18
Number of IEAs reporting evidence of impact of training on:	
trainees' knowledge/attitudes	6
trainees' practice	3
Number of IEAs engaging in:	
promoting collaborative relationships	7
developing career education materials	6
disseminating career education materials	7
needs assessments or program planning	3
evaluation	1
other	3
Number of IEAs having evidence of impact of activities on:	
level of career education implementation	5
learner outcomes	3
Number of IEAs reporting career education implementation in region has increased in past year	7
Average percent of schools in region estimated to be implementing career education currently	56%
Average percent of schools in region expected to be implementing career education when Incentive Act expires	80%

materials, and combatting sex and race bias or stereotyping. Other topics addressed were evaluation procedures, exemplary career education programs, and (for students) job getting and keeping skills. Most of the IEAs were amassing data relating to the impact of this training on trainees' knowledge and attitudes. Very few had attempted to ascertain the extent of impact on trainees' subsequent practice.

Other career education implementation activities that these IEAs engaged in included developing and/or disseminating career education materials and promoting collaborative relationships with business and community organizations. A few were also involved in needs assessment, program planning, and/or evaluation activities. Several of these agencies were attempting to assess the impact of these activities, on the level of career education implementation in the region (a few were also trying to get data relating to effects on student outcomes). All of these IEAs reported that career education implementation had increased substantially in their region during the past year, due to the availability of PL95-207 funds for LEAs as well as to their own efforts. They estimated that, on the average, 56% of the schools in the region were currently implementing career education to at least some extent. This figure was expected to increase by over 20% over the next few years if federal, state, and local support remained constant.

LEA Participation and Investment in Career Education Incentive Program

Based on the data presented in Table 15, career education appears to be an integral part of these LEAs' programs. Of the 24 LEAs visited, the average number of years of involvement in career education activities was six, with the dates of initial involvement ranging from as early as 1966 to as late as 1980. Almost all of the LEAs indicated an increase in career education activities since PL95-207 funds became available.

All the sites visited had, of course, received grants under PL95-207. These grants ranged from $1,000 to $216,925, with an average of $33,000; all were to cover approximately 12 months. These funds comprised, on the average, only about 38% of the total funding for career education at these sites. Other funds used to support career education efforts at the local level included: other federal funds, e.g., Vocational Education, ESEA Title IV B and C, CETA, and ESAA (7%); state career education funds (3%);

Table 15

Local-Level Support for Career Education (N=24)

Background	
Average number of years LEAs have been involved in implementing career education	6 yrs.
Percent LEAs where level of involvement reportedly increased since PL95-207 funds became available	95%
Funding of Local Career Education Program	
Average size of PL95-207 grant	$33,107
Average percent of total local career education effort supported by PL95-207 funds	38%
Average percent of total local career education effort supported by other funds:	
other federal funds (e.g., Vocational Education; ESEA Title IVB,C; CETA; and ESAA)	7%
state career education funds	3%
other state funds (e.g., general funds, resource center, special grants, trade and industry, world of Work, and law enforcement programs)	7%
local funds	37%
other (e.g., business, industry, community groups)	8%
Local Career Education Staff	
Average number of local coordinators/district (range)	2.5 (1-6)
Average number of schools served by each local coordinator (range)	22.0 (1-130+)
Average number of years local coordinators have held that position (range)	3.0 (6 mos.-7 yrs.)
Average number of years local coordinators/project directors have been involved in career education (range)	5.2 (6 mos.-12 yrs.)
Percent local coordinators/project directors receiving special training regarding career education implementation	83%

(continued)

Table 15

(continued)

Percent coordinators/project directors who are:	
guidance counselors	21%
principals	8%
district superintendents	4%
other administrators/officials (e.g., Assistant Superintendent, Director of Instruction, Director of Pupil Personnel Services)	67%
Percent local coordinators/project directors who report to:	
school principals	25%
district superintendents	17%
other administrative officials	58%
Average size of LEAs' career education staff:	
number of FTE professional staff	4.5
percent supported by PL95-207 funds	33%
number of FTE support staff	1.2
percent supported by PL95-207 funds	34%
Average number FTE professional staff reporting to local coordinator/project director	5.1
Average number FTE support staff reporting to local coordinator/project director	1.4
District-Level Support	
Percent LEAs where superintendent has formally endorsed career education	100%
Percent LEAs where superintendent has been actively involved in career education program	100%
Percent LEA school boards formally endorsing career education	73%
Percent LEAs where career education is a formal component of educational program or curriculum	98%
Percent of LEAs whose career education programs include:	
infusion of career emphasis in K-12 curriculum	100%
collaboration between business, community, ans schools	100%
promoting bias-free career planning	95%
enhancing students' awareness of careers	100%
enabling students to develop employability skills	100%

(continued)

Table 15

(continued)

Percent LEAs conducting formal training for staff in career education concepts	95%
Average percent teachers participating in training	77%
Average percent counselors participating in training	84%
Average percent administrators participating in training	79%
Average percent paraprofessionals participating in training	92%
Percent LEAs using PL95-207 funds to support training	80%
Percent LEAs formally endorsing the development of collaborative relationships with business and/or community (BLIP/CC) groups	65%
Percent of endorsements providing for BLIP/CC involvement in:	
planning curriculum offerings	60%
providing career exploration opportunities	93%
providing work experience opportunities	73%
providing educational materials or resources	67%
Percent LEAs using PL95-207 funds to support BLIP/CC involvement	64%
Percent LEAs that have developed formal career education implementation plan	74%
Percent plans endorsed by:	
school board	76%
school superintendent	82%
local career education action council	76%
other business/community groups	41%
organizations of school personnel	47%
Percent LEAs using PL95-207 funds to support development or revision of local implementation plan	31%

other state funds, e.g., general funds, resource center, special grants, trade and industry, world of work, and law enforcement programs (7%); local education funds (37%); and other non-government funds, e.g., business, industry, and/or community organizations (8%). It is worth noting that nearly as much support is coming from local funds as from PL95-207, even though local matching was not formally required in FY79.

There were, on the average, two to three local Career Education Coordinators in these LEAs, although several of the larger districts had as many as five or six. Typically each coordinator was responsible for approximately 22 schools, although again this varied with the size of the district. Most of the local coordinators interviewed had been involved in career education for several years before being appointed Career Education Coordinator, although nine indicated that their involvement began when they assumed that position. Only four indicated that their initial involvement had come within the past year, when the LEA applied for and received PL95-207 funds.

The average size of the career education staff in these LEAs was 4.5 professional full-time equivalent (FTE). Approximately one-third of this professional staff was supported by PL95-207 funds. Support staff averaged 1.2 FTE, a third of which was supported by PL95-207 funds.

Career education appears to be a district-level (as compared to building-level) effort in the 24 LEAs visited. Several of the local coordinators/project directors interviewed had been (or were also) building-level guidance counselors or principals. Most, however, were district-level administrative personnel, including at least one Superintendent of Schools. Three-fourths of these coordinators/project directors reported to District Superintendents or other district-level officials. All of the superintendents of these LEAs have formally endorsed career education and are actively involved in the career education programs. Almost three-fourths of the LEA school boards have also formally endorsed career education. This support was viewed by many local coordinators/project directors as very important for developing enthusiasm for and commitment to career education at the building level.

All but one of the LEAs visited have included career education as a formal component of their educational program including: infusion of a career emphasis in the K-12 curriculum; collaboration between business, community, and schools; enhancing students' awareness of careers, and enabling students to develop employability skills. All but one of the LEAs also emphasized promoting bias-free career planning in their program. Nearly all the LEAs visited had conducted formal training for their staff in career education concepts, with the majority of their staff participating in this training. The average proportions of staff involved in this training were: 77% of the teachers in the LEAs, 84% of the counselors, 79% of the administrators, and 92% of the paraprofessionals. Other training efforts included separate workshops for librarians, superintendents, curriculum specialists, PTAs, and local school advisory committees. All but four of these LEAs are using PL95-207 funds to support this training.

About two-thirds of the LEAs had formally endorsed the development of collaborative relationships with business and/or community (BLIP/CC) groups. Specific areas of collaboration that were encouraged included: planning curriculum offerings (60%), providing career exploration opportunities (93%), providing work experience opportunities (73%), and providing educational materials and resources (67%). About two-thirds of the LEAs had used PL95-207 funds to support or stimulate such BLIP/CC involvement. These funds were used to support costs of career exploration activities for students, travel for field trips, developing career awareness for CETA prime sponsors, and an advisory council career day, among others.

About three-fourths of the LEAs developed formal career education implementation plans. In three-fourths, or more, of these LEAs, the plans have been fully endorsed by the school board (76%), school superintendent (82%), and/or local career education action council (76%). Other business or community groups and/or organizations of school personnel had endorsed the implementation plans of nearly half the LEAs. About one-third of these LEAs had used PL95-207 funds to support development or revision of local implementation plans.

The activities and accomplishments for the 1979-1980 school year of the 24 local career education projects visited are summarized in Table 16. As can be seen, nearly all of these projects were using a portion of their PL95-207 funds to support inservice training, materials acquisition/evaluation/dissemination activities, and activities aimed at incorporating career education into the instructional program. Between one-half and three-fourths of the LEAs visited also reported activities aimed at establishing

Table 16

Activities and Accomplishments of Local Career Education Projects Supported with FY79 PL95-207 Funds (N=24)

Percent funded LEAs using PL95-207 funds to support (and evaluate) the following activities:	
incorporating CE concepts and approaches into the instructional program	87% (55%)
developing and implementing comprehensive career guidance and counseling services	61% (50%)
developing and implementing collaborative relationships with BLIP/CC groups	61% (36%)
providing on-site work experiences for youth	35% (23%)
employing a local CE coordinator	57% (27%)
training local CE coordinators	26% (14%)
providing inservice training on CE for local educational personnel	96% (73%)
purchasing CE supplies and materials	91% (59%)
conducting institutes for community leaders and parents regarding nature and goals of CE	43% (18%)
establishing and operating community CE councils	39% (23%)
establishing and operating CE resource centers	70% (32%)
adopting, reviewing, and revising local plans for CE	48% (18%)
conducting CE needs assessments and evaluations	73% (32%)
Percent LEAs attempting to reduce bias and stereotyping in career choice by:	
screening materials used for possible bias/stereotyping	52%
training teachers in techniques for combatting bias/stereotyping	65%
modification of the instructional program to include avoidance of bias/stereotyping	61%
other (e.g., field trips to observe nontraditional role models, student workshops)	35%

(continued)

Table 16

(continued)

Average percent of teachers in districts using a careers emphasis in their instruction, by grade level:	
grades K-3	62%
grades 4-6	61%
grades 7-9	54%
grades 10-12	53%
Percent LEAs for which these figures represent an increase relative to 1978-79 school year	84%
Average percent increase in teacher involvement relative to 1978-79 school year	24%
Average percent counselors in districts that are assisting in implementing career education, by level:	
elementary	62%
intermediate	82%
secondary	78%
Percent LEAs for which these figures represent an increase relative to 1978-79 school year	75%
Percent LEAs reporting increased career education implementation over past year	67%
Average percent schools within funded districts with some level of career education implementation currently ongoing	89%
Average percent schools within funded districts projected to have some level of implementation by expiration of Incentive Act	95%

and operating career resource centers, conducting career education needs assessments or evaluation studies, developing and implementing comprehensive guidance and counseling services, developing collaborative relationships with business and community organizations, and/or employing a local Career Education Coordinator. The local Career Education Coordinators/project directors had plans to evaluate between one- and two-thirds of the activities undertaken this year. However, as these evaluations had not been completed at the time of the visits, no data were available regarding the activities' accomplishments.

All but five of the LEAs had made at least some systematic effort to reduce bias and stereotyping in students' career planning or career choice, and three of those five indicated that this was an objective, but one that had not yet been addressed. Teacher training and modification of the instructional programs were the most frequently-reported means of combatting bias and stereotyping, but screening of materials for possible bias was also mentioned often. Other strategies employed emphasized exposure to nontraditional career models through student field trips or workshops.

In the districts visited, between 53% and 62% of the teachers, on the average, were reported to be using a "careers emphasis" in their instruction. Over three-fourths of the LEAs reported this to be an increase relative to the 1978-79 school year, with the percentage increase averaging 24%. Even larger proportions of the counselors in these LEAs were reported to be assisting in the implementation of career education--from 62% to 82%. Again, for most LEAs this represented an increase relative to the previous year, although the local coordinators/project directors were not able to estimate the percent of increase as they could for teachers. These increases were for the most part attributed to the inservice training, materials acquisition, and/or local coordinator efforts supported by the PL95-207 grants. Other contributing factors mentioned were strong support from local administrators (e.g., principals, superintendents, school boards) and local business and community groups and the flexibility that allowed teachers to participate in local program planning and to select their own materials.

An average of 89% of the schools in the twenty-four districts visited were implementing career education to at least some extent during the 1979-1980 school year; in two-thirds of the LEAs this represented an increase (sometimes dramatic) relative to the 1978-1979 school year. Nearly all the LEAs projected even more widespread implementation over the next few years, with an average of 95% of the schools expected ultimately to be implementing career education. Again, the Incentive Act funds and the activities they supported were given most of the credit for the accelerating levels of implementation. Continued growth of career education within these districts was seen as subject to the availability of additional federal or state funds, continued emphasis on staff training (particularly preservice training) to maintain motivation and to compensate for staff turnover, the commitment of local administrators and state-level officials (including state graduation or accreditation requirements), and support and pressure from the local community for programs to improve the quality of high school graduates. Possible obstacles seen to further implementation included downturns in the local economic climate and the advent of programs that would compete for scarce staff time and district resources (e.g., the "back to basics" movement, PL94-142).

Awareness of/Commitment to Career Education Among Business and Community Organizations at the Local Level

Information regarding the nature and extent of collaboration with local business and community organizations for these LEAs is presented in Table 17. About two-thirds of the LEAs visited have established active career education action councils. The average number of business or community organizations represented on these councils is 16, broken down (on the average) as follows: 65% business, industry, or professional organizations; 7% labor organizations; 6% civic or community groups; 3% groups representing individuals with special needs; and 19% other (e.g., private schools, students, parents, senior citizens, PTA members, and educators).

These councils have been in operation for an average of four years, and have engaged in a variety of activities. Two-thirds have formally endorsed local career education programs and policies and acted to stimulate involvement of local business or community groups in career education programs, and about one-third have aided in reviewing or revising local career education implementation plans and/or developed guidelines for collaboration between local business or community organizations and the schools. Nearly half were also involved in developing or endorsing the

Table 17

Support for Career Education Programs from Local Business and Community Groups
(N=24)

Local Career Education Action Councils

Percent LEAs with active local career education action councils	65%
Average number of business/community organizations represented on councils (range)	16 (5-54)
Average composition of local action councils	
percent representatives of local business, industry, or professional organizations	65%
percent representatives of local labor organizations	7%
percent representatives local civic/community groups	6%
percent representatives of groups for individuals with special needs	3%
percent other (e.g., private schools, students, parents, senior citizens, PTA members, and educators)	19%
Average number of years local action councils have been in operation (range)	4 yrs. (½-15)
Percent local action councils that have:	
formally endorsed local career education programs and policies	62%
aided in reviewing/revising local career education implementation plans	38%
developed or endorsed LEA proposals for PL95-207 funds	46%
developed guidelines for collaboration between local business/community organizations and the schools	31%
acted to stimulate involvement of local business/community groups in career education program	69%
Percent local action councils that regularly cooperate with other local advisory councils (e.g., local CETA planning councils)	71%

Support from Local Business/Community Organizations

Percent LEAs where business/community organizations have provided funds to support career education activities	36%
Average level of funds provided (range)	$8,266 ($2,800-$14,000)
Percent LEAs where business/community organizations have provided people or facilities to support career education activities	96%

(continued)

Table 17

(continued)

Percent LEAs where business/community organizations have conducted or assisted in career education workshops	57%
Percent LEAs where business/community organizations have prepared or disseminated materials for use in career education	43%
Percent LEAs where business/community organizations have lobbied or otherwise encouraged the state legislature to support career education	38%
Percent where business/community organizations have lobbied or otherwise encouraged local school boards to support career education	45%
Percent LEAs expecting further or continued involvement of local business/community organizations in career education efforts	100%

LEAs' PL95-207 proposals. In addition, nearly three-fourths of these local councils regularly collaborate with other local advisory councils (e.g., local CETA planning councils).

Local business and community organizations have also been supportive in other ways. About a third of the LEAs visited had received funds from business or community organizations to support career education activities. The average level of funds provided was about $8,000, with the actual amounts ranging from $2,800 to $14,000. All but one of the LEAs indicated that business and community organizations had provided people or facilities to the LEAs to support career education activities, and over half indicated that business and community organizations had conducted or assisted a career education workshop. Finally, almost half of these LEAs reported that business and community organizations had prepared or disseminated materials for use in career education and/or had "lobbied" or otherwise encouraged local school boards to support career education. And over one-third of the LEAs indicated that business or community organizations "lobbied" or otherwise encouraged the state legislature to support career education.

These activities do not appear to be "new" in the sense of occurring since PL95-207; rather, the local coordinators/project directors indicated this kind of support had been received in previous years. However, all expected this support to increase, or at least to continue in the next few years.

Summary

Of the seven intermediate education agencies visited, all were involved in career education, but not to a large extent: only about 9% of the total IEA staff on the average participated in career education activities. The main career education activity engaged in at the IEA level was training teachers and other building-level personnel. To a large extent this training focused on methods for infusing career education into the K-12 curriculum. It seems likely that much of this IEA activity can be attributed to the Incentive Act program. Over half of the IEAs' career education budgets--and in three of the seven cases, 100% of the career education budgets--were derived from PL95-207 funds.

All of the twenty-four local education agencies visited not only were involved in career education but appeared to view it as an integral part of their educational programs. These LEAs had been involved in career education for an average of six years and in some cases up to 13 years. Further, the Incentive Act funds constituted a relatively small portion (38%) of the total career education budgets at these LEAs; nearly an equal amount of support (37% of the total career education budget) was provided from local funds. Much of the activity at the local level focused on inservice training and on promoting bias-free career planning. Other activities supported with PL95-207 funds included the development of local career education plans, the development and/or dissemination of career education materials, and collaboration with local business and community organizations. However, in none of these cases was the Incentive Act the only source of support.

At the time of the site visits, these LEAs estimated that from 50-60% of the teachers, in 89% of the schools, had become actively involved in career education. This represented an average increase, for the teachers, of approximately 24% over previous years. An even higher proportion of the counseling and guidance staff, 60-80%, was also estimated to be actively involved in career education in these LEAs. Looking toward the future, it was projected that approximately 95% of the schools would eventually become involved. It is difficult to know to what extent these current and projected increases in career education implementation can be attributed to the Incentive Act, given the high levels of previous interest and involvement in these LEAs. It is likely, however, that the incentive funds enabled these LEAs to sharpen and intensify their efforts, thus speeding up the process of infusing career education into the K-12 curriculum.

VI. CONCLUSIONS AND FUTURE DIRECTIONS

The rapid feedback evaluation of the federal career education incentive program was aimed at determining what was know and/or readily knowable about the implementation of career education under the Career Education Incentive Act (PL95-207). Attention was directed toward the activities and accomplishments of the four major actors in the career education program model that were named in the legislation: the Office (now Division) of Career Education, the National Advisory Council for Career Education, state education agencies, and intermediate and local education egencies. Information relating to the performance of each of these groups was obtained through analyses of program records and visits to selected states and locales. The results, by group, are summarized in this chapter, followed by a discussion of knowledge deficits and possible program monitoring/evaluation options that would address these gaps. The chapter concludes with observations made during this study regarding the efficacy of an incentive approach to enhancing implementation of federal education priorities.

Summary of Findings from the Rapid Feedback Evaluation

Office of Career Education Activities

The Incentive Act charges the Office of Career Education (OCE) with responsibility for administering the incentive and discretionary funds appropriated under the Act and for providing leadership at the national level regarding the implementation of career education. A total of $20 million was appropriated for the Act in FY79, followed by an FY80 appropriation of $15 million. Due to delays in the appropriation process, the FY79 funds were not released for OCE disbursal until June of 1979; however, OCE acted quickly to see that all states received their allocations in July-August 1979, in time for the beginning of the 1979-80 school year. A similar delay held up the FY80 appropriation: funds were not made available to OCE for release to the states until the summer of 1980; however, these funds were all released by 30 September 1980, so that continuity of the states' efforts was not seriously disrupted.* The net result is that the anticipated schedule for the implementation of the Incentive Act program has been delayed by approximately one year.

The review of the states' five-year plans and FY79 and FY80 annual performance reports did not proceed as smoothly. Due to a shortage of staff, nearly eleven months were required to review and approve the state plans. During this same period OCE also had to review the attenuated FY79 annual reports that were submitted early in 1980. Although they were not extensive, these latter reviews required three months after receipt of the reports. Substantial delays were also incurred in the review and approval of the FY80 annual reports. As of 31 May 1981, only 26 of the 50 state reports received had been fully reviewed and formally accepted by OCE. All these delays were unfortunate because they precluded timely feedback to the states. However, due to the already described delays in the appropriation process, the additional time required for OCE to review and approve the state plans and annual reports does not appear to have significantly affected the release of incentive grants to the states.

The Incentive Act also authorizes OCE to reserve up to 6% of the total appropriation each year for administration and discretionary purposes. OCE elected to utilize these funds to accomplish three objectives relating to the implementation of career education: dissemination of information regarding federal sources of occupational information, identification and dissemination of exemplary K-12 career education programs, and development of partnerships with community organizations. With regard to the dissemination of occupational information, $83,000 in FY79 and $70,000 in FY80 were transferred to the National Occupational Information Coordinating Committee (NOICC) and the U.S. Department of Labor (DOL), respectively, to support the costs of printing and distributing documents prepared by NOICC and the DOL Bureau of Labor Statistics.

To aid in the identification and dissemination of exemplary projects, OCE added funds to an existing National Diffusion Network contract with Capla Associates to provide technical assistance to states seeking to identify exemplary projects to adopt or adapt, or seeking to disseminate information regarding their own exemplary projects. The intended additions totaled $116,250 in FY79 and $80,000 in FY80; however, $41,000 of the FY80 funds allocated for this purpose were not obligated and thus reverted to the U.S. Treasury. Finally, two contracts were awarded to InterAmerica Research Associates, Inc., to conduct a series of local, regional, and national conferences aimed at involving community organizations in the implementation of career education at the national, state, and local levels. Through this ongoing effort, 16 national community organizations have become involved in career education and 45 of the 49 participating states (including the District of Columbia and Puerto Rico) have developed plans for collaborating with at least some of these organizations. A fourth intended use of the discretionary funds in FY80 had been to support several demonstration projects that would evaluate the outcomes of the 54 elements of a comprehensive K-12 career education program outlined by Hoyt (1977). While three such projects were selected by OCE from among a number of competing proposals, the ED Grants and Procurement Management Division was not able to obligate the funds (c.$500,000) prior to the end of FY80. The projects were subsequently funded with FY81 funds, but the FY80 funds intended for this purpose reverted to the Treasury. By carefully targeting the discretionary funds it had available, OCE was able to accomplish a great deal in FY79 and FY80. However, the unobligated funds clearly represent a missed opportunity to accomplish even more.

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* Under the Tydings Amendment, all FY79 funds received by the states had to be spent by 30 September 1980.

Apart from the InterAmerica Research Associates contracts to foster the develop- ment of partnerships with community organizations, OCE devoted relatively little of the discretionary resources to national-level leadership, and yet its accomplishments in this area were substantial. Since the Incentive Act was enacted, the number of documents and reports published by OCE and the number of speeches and presentations given by OCE staff have increased substantially. Further, 58 mini-conferences were conducted, each involving up to ten local- and/or state-level educators along with representatives of other stakeholder groups (e.g., business, labor, higher education, special interest groups). Previous efforts (e.g., contracts issued under PL93-380) had succeeeded in enhancing awareness of and commitment to career education among the states and among professional education associations. Under the Incentive Act, relationships were also established and maintained with a number of community organizations.

However, an informal survey revealed that the nations's largest business, industry and labor organizations were significantly less aware of and involved in career education per se, though they were highly supportive of the goals of career education.

From the data available, then, it appears that the Office of Career Education has carried out its responsibilities to administer the incentive and discretionary funds and to provide national leadership. Through its efforts all but three of the states have become active participants in the federal career education incentive program, and most of the main actors in the comprehensive career education program model have become involved in and are supportive of its implementation. Consideration might be given, however, to further efforts to involve business, and industry and labor organizations at the national level.

National Advisory Council for Career Education

The National Advisory Council for Career Education (NACCE) was established in 1974; however, its scope was expanded under the Incentive Act. Due to a delay in obtaining appointments for the new members, as well as for replacements for old members whose terms had expired, the Council was not able to meet at all in calendar year 1979. However, it resumed functioning in calendar year 1980, meeting five times during that 12-month period. Testimony regarding the importance of career education and issues to be resolved in the implementation was obtained from approximately 55 individuals representing business, labor, and community organizations and higher education. Numerous resolutions were adopted, and 22 specific recommendations were transmitted to the Secretary of Education.

The Council thus appears to have very successfully carried out its duties during 1980. Much of this success may be attributed to the leadership of the 1980 Chairman, who was very effective both in running the council and in bringing together key representatives of the various stakeholder groups to address the council. As of this writing, the 1981 Council has yet to meet, because new members had not yet been officially appointed. Thus, it is not at all clear whether or not the previous high level of Council activity will be sustained.

State Education Agencies

A total of 47 states, plus the District of Columbia, Puerto Rico, and selected insular areas participated in the career education incentive program in FY79 and FY80. While at least 80% of the funds received by these states was to be disbursed to intermediate and/or local education agencies, up to 10% could be used for state-level administration and another 10% could be used to support state-level leadership activities.

Findings from the annual reports. Analysis of approximately one-half of the FY80 annual reports revealed that the FY79 Incentive Act funds were being used as intended at the state and local levels. While states were allowed to withhold up to 10% of their FY79 funds for administering their state programs, only about half of the states whose reports were analyzed did so (although two of those states used slightly more than 10% of their allotments for administration). Where funds were withheld for administration, they were used almost exclusively for personnel costs (i.e., State Career Education Coordinators and/or support staff). Nearly all of the states, on the other hand, reserved at least some of the allowed 10% of the state allotment to support state-level leadership activities, including needs assessments and evaluations, development and/or dissemination of materials and resources, training, and developing collaborative relationships. The annual reports gave no indication of whether or not these activities had previously been carried out without the support of Incentive Act funds, but it is likely that the Incentive Act provided a major impetus in most of the states. The remaining 84% of the PL95-207 funds allocated to each state were used to aid intermediate and local education agencies in incorporating career education into their regional or district programs. The majority (50%) of these funds was used to promote instilling career education into instructional programs, through such activities as conducting inservice training and developing or disseminating career education materials. The second most frequent use (based on financial reports) was incorporating career education into career guidance programs or activities at the intermediate or local level, with 20% of the states' allotments supporting such efforts. Other intermediate/local-level activities supported by Incentive Act funds included local needs assessments and the development of collaborative relationships at the local level. Again, in most cases no information was provided in the reports regarding the extent of other previous or current state (or federal) support for such activities; thus, it is not possible to tell from these reports the extent to which they have resulted primarily from the Incentive Act.

Similar patterns of emphasis were observed in the FY79 objectives that the states had set for themselves. Again, administration of the program was not a major concern: fewer than one-sixth of the states' reported objectives related to administration, and over half of those concerned disbursing funds to IEAs/LEAs. Approximately 47% of the states' objectives concerned state-level leadership activities (primarily the development of collaborative relationships and the dissemination of materials and resources). The remainder of the objectives concerned activities at the intermediate or local level, with infusion of career education into instructional or guidance programs being the most frequently mentioned. The states reported they were generally successful in achieving these objectives, with average success rates ranging from 97% for fostering inservice training at the local level to 69% for conducting local-level needs assessments. In general, however, over half of the states achieved 75% or more of their objectives in each area and no state achieved fewer than 60% of its objectives.

Findings from site visits. Support for career education was found to be strong in the majority of the nine states visited: Chief State School Officers in six states had actively promoted its implementation; five state legislatures had passed laws of endorsement; four State Boards of Education had adopted formal resolutions of approval; and seven states had appropriated funds in FY79 to support implementation (in amounts ranging from $25,000 to $2.4 million, an increase from three states prior to FY79). Six states reported the use of funds from other state sources (such as vocational education and state basic skills improvement programs) to support career education activities, and seven reported the use of funds from other federal programs (e.g., non PL95-207 programs such as ESEA Title IV C, ESAA, CETA and Vocational Education Act). Only two of the nine states visited were using PL95-207 as the sole source of career education support. Three states reported that their overall level of support for career education implementation had increased since receipt of PL95-207 funds, an especially encouraging finding in view of the fact that no non-federal matching was required in FY79, the first year of funding under the Act.

All states visited were using the Act's allowable state setaside funds (10%) for leadership purposes, with 43 separate activities being reported. Most were being conducted by state education agency (SEA) personnel or with their significant involvement. In two states, however, all leadership activities were contracted out. Two-thirds of the activities were in the areas of (1) inservice training for local education agency (LEA) personnel or (2) local coordinators, and (3) collecting, evaluating, and disseminating career education materials. About half of the states were devoting some leadership funds to (4) promoting collaborative relationships with business, labor, industry, professional, government, civic, or community groups and (5) conducting statewide leadership conferences. Relatively little effort was being devoted to (6) conducting needs assessment or evaluation studies or (7) working with institutions of higher education to include career education in preservice teacher training curricula. Slightly over half of the 43 state leadership activities were new; and with the exception of the collection and dissemination of materials, few of the activities had been carried out prior to the receipt of PL95-207 funds. Thus, the Act appears to have resulted in a substantial increase in state-level leadership designed to enhance career education implementation.

Considerable business, labor, industry, professional, civic, and community (BLIP/CC) group participation at the state level was in evidence, although much of this participation originated prior to the receipt of Incentive Act funds. Five of the states visited had formed state career education advisory councils, with an average of 27 members per state. In seven states, BLIP/CC groups had conducted or assisted in the conduct of workshops or other implementation support activities, and in six states such groups had prepared or disseminated instructional materials for use in career education.

On the average, about 18% of the LEAs in the nine states visited had applied for PL95-207 grants, and about half of all applicants were successful, with an average of 18 awards per state. Almost half of the awards went to LEAs that had not previously been involved in career education implementation. Each of the 13 local-level activites permitted by PL95-207 was being conducted in at least three states. In all states, some form of local "buy-in" or participation was reported, but data on the dollar value of this participation were difficult to obtain at the state level. In the four states where estimates of local funding could be obtained, the estimates ranged from $53,000 to $653,939, with an average of over $260,000. Five of the nine states reported an appreciable increase in local-level career education implementation as a result of the availability of PL95-207 funds.

Only two of the nine states visited had any plans to conduct formal controlled studies of career education impact in the state, and these were states with large state-funded programs. Thus, while each state visited planned to provide some evaluative evidence regarding its use of PL95-207 funds, the highly idiosyncratic nature of this evidence will severely limit its utility in any national effort to assess the impact of PL95-207.

In general, all state-level respondents reported that PL95-207 was responsible for increased levels of career education implementation. The magnitude of the impact appeared to be greatest in those states where federal funds were not dwarfed by state career education programs, yet were part of an identifiable state career education thrust. Projections for the proportions of LEAs that would be implementing career education to some degree by 1984 ranged from 25 to 100 percent, assuming no drastic reductions in current levels of federal or state funding. Most respondents also pointed out the importance of including career education in state curriculum or school accreditation standards as a way of ensuring longer term implementation.

Intermediate/Local Education Agencies

All of the seven IEAs and 24 LEAs visited had obtained FY79 PL95-207 grants. At each site, interviews were conducted with project directors, local coordinators, and other staff to collect indicators of PL95-207 program performance at the sub-state level.

In general, grants averaging about $36,000 to regional educational service centers allowed these IEAs to provide inservice training and other forms of technical assistance to LEAs in their jurisdictions. Since they were generally dependent upon outside funding for all of their operations, the IEAs contributed few nonfederal resources to these activities. Moreover, PL95-207 career education grants generally constituted only a small proportion of IEA budgets.

Incentive Act grants to the 27 LEAs visited ranged from $1,000 to $216,925, with an average award of $33,000 for a 12-month period. On the average, PL95-207 funds constituted 38% of the total career education budgets at these sites. Other sources included: local education funds, 37%; state funds, 10%; federal programs such as vocational education and ESEA Title IV, 7%; and other non-governmental funds, 8%.

Most of the LEAs visited had had some previous career edcuation implementation efforts underway prior to the receipt of PL95-207 funds. Similarly, the local project staff (which averaged 4.5 FTE professionals and 1.2 FTE support personnel) tended to have had considerable previous career education experience. One-third of these staff members were paid through PL95-207 funds.

All of the superintendents and three-fourths of the school boards in the visited districts had formally endorsed career education as a component of their educational program. Projects generally encompassed many different types of activites, including: formal staff and materials development efforts aimed at infusing career education into the K-12 curriculum; encouraging participation by business and community groups; promoting non-stereotyped career guidance and career awareness; and helping students to develop employability skills through simulated and actual work experience. All but five of the LEAs visited had made systematic efforts to reduce bias and stereotyping in students' career planning, and three of those five indicated this was a project objective that would be addressed in the near future.

Roughly 58% of the teachers in these districts (62% at grades K-6, 53% at grades 7-12) were estimated to be using a "careers emphasis" regularly in their teaching--up from about 30% during the 1978-79 school year. An even higher proportion of counselors was reported to be actively supporting career edu- cation implementation (62% at the elementary level, 78% at the secondary level). Almost 85% of the local respondents indicated that the avail- ability of PL95-207 funds had contributed to these significant increases.

In keeping with this picture of high activity levels, 65% of the funded districts reported the existence of a local career education action council, with an average of 16 members representing primarily business and professional organizations; representatives of labor, community, and handicapped or special needs organizations were less often represented. The most common activities of these councils were to stimulate community involvement and participation in the schools and to endorse formally the career education program. All but two of the LEAs visited reported some business/community participation in their career education efforts.

Continued growth of career education within these districts was seen as dependent upon: (1) the contined availability of supplemental funds, either state or federal, to maintain local (district-level) career education coordinators and to permit continued inservice training; (2) continued support and pressure from local school administrators and state-level staff (including state curriculum standards and/or accreditation requirements); and (3) continued local community support.

Conclusions

While the results of this brief evaluation are based only on data that were readily available and/or easily obtainable and in no way represent a comprehensive picture of the status of career education in the country as a whole, it is apparent that PL95-207 funds are serving the purposes envisioned by Congress when it passed the Incentive Act. In administering the program, OCE is providing advice and assistance to individual states as well as utilizing the discretionary funds to address needs common to several, if not all, of the states (i.e., dissemination of information on exemplary projects, promoting involvement of community organizations). Moreover, OCE is playing an active role in providing national leadership, and this role has been assisted by the activities of the National Advisory Council for Career Education. States are utilizing the Incentive Act funds as prescribed in the legislation, with 80% or more of the FY79 funds being transferred to intermediate or local education agencies. At the same time, states are maintaining and even increasing their investments in career education. Even given rather meager state-level career education staffing and rapid turnover among State Coordinators, state leadership is being exercised at an accelerating rate in the majority of states visited. In line with the collaborative nature of career education, considerable resources are being provided by other state and federal education programs and by the private sector--business, labor, industry, professional, government, civic and com- munity organizations. In most districts where PL95-207 grants have been received, the schools seem well advanced toward complete career education involvement--involvement that contains most of the career education ele- ments prescribed by the OCE (Hoyt, 1977). Thus, in spite of the relatively small (by federal standards) amount of funds appropriated in FY79 for career education, substantial progress appears to have been made, at the national, state, and local levels, in developing commitment to career edu- cation, and in instilling career education into the educational system at the K-12 levels.

Still to be implemented at this early stage of the Incentive Act Program (approximately two years into the planned five-year funding of the Act) are the following: (1) coordinated state- or local-level plans for evaluating and reporting on the impact of career education; (2) investments in preservice training designed to prepare new education personnel for using career education concepts; (3) active involvement of organized labor, especially NEA and AFT state and local affiliates; and (4) active involvement of organizations representing the handicapped and other special needs populations. These areas could fruitfully receive more attention in the future.

Implications for Further Evaluation

Information relating to many of the activities specified in the Evaluation Program model for the Career Education Incentive Act program was found to be readily available and/or easily obtainable. This was particularly true for the Office of Career Education (OCE) and the National Advisory Council for Career Education (NACCE). OCE records and reports provided considerable detail on the activities and accomplishments of this group, while the minutes for the various meetings of the Advisory Council performed a similar function for that group.

Obtaining estimates of program performance at the state and local levels was somewhat more problematic. The annual reports submitted by the states contained a great deal of information regarding the uses the states had made of their Incentive Act funds. However, wide variation among the states in both the type and specificity of the information provided made it difficult to make cross-state comparisons or generalizations based on these data. For example, data regarding accomplishments were presented in terms of the objectives the states had set for themselves. This allowed us to determine the extent to which a state had achieved its objectives, overall and by (general) area, but it was not possible to develop specific estimates of the amount of inservice training, or materials development, other state-level activities that were being carried out as a result of the availability of Incentive Act funds. Similarly, because no baseline data were provided, it was not possible to determine the extent to which these various activities had increased under the Incentive Act.

This problem was compounded at the intermediate and local levels. Not only did the states differ substantially in the kinds of information they provided regarding the accomplishments of the IEAs/LEAs who received Incentive Act funds, there was no basis for generalizing from this sample of IEAs/LEAs to the country as a whole. Thus, while much is clearly being accomplished with Incentive Act funds, it is not possible to determine, with current data sources, the extent to which the implementation of career education is increasing, nationwide, under the Career Education Incentive Act.

Some clarifications and modifications in the reporting procedures for the following years should improve the quality of state and local data available. For example, in commenting on the FY80 reports, OCE provided more specific guidance regarding the information on use of funds that should be provided. Ideally, this will result in data that can be summed across sites, although there is some risk that the figures provided will be only estimates, rather than actual dollar amounts. In addition, building on the data collection procedures used in the site visits during the evaluability assessment and the rapid feedback evaluation, OCE has prepared a series of standardized reporting forms to be used to describe the various state leadership activities that are undertaken.*

With these modifications in the annual state reporting procedures, the bases for program administrative and performance monitoring will be in place and functioning. Routine tabulation and analysis of these data should provide, at low cost, a comprehensive picture of the extent to which the objectives and activities specified in the Evaluable Program model are being carried out. This monitoring could be carried out by an OCE staff person assigned to this function, or by an outside contractor.

However, the question of the extent to which the Career Education Incentive Act is contributing to more widespread implementation of career education cannot be answered through these administrative or monitoring functions. The Office of Career Education may wish to give some consideration to a systematic nationwide survey of IEA/LEA (and, perhaps, institution of higher education) implementation of career education, using the data from a 1974-75 (pre-Incentive Act) survey as the baseline. Increases in both the level and intensity of implementation since that time could be assessed. Further, in conjunction with the information supplied in the states' annual reports, the extent to which these increases could be attributed to the Incentive Act could be determined. Depending on the scope and intensity of such a survey, the costs would range from $100,000-$300,000. However, such a survey would provide more precise estimates of the effects of the Incentive Act on career education implementation, and such information would be of considerable value to OCE in preparing program performance reports and recommendations regarding the need for additional federal support for career education.

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* These forms have been submitted to the Office of Management and Budget and the Federal Education Data Acquisition Council for approval. As of the time that this report was prepared, however, notice of approval had not yet been received.

A second possible further evaluation activity concerns the identification of additional exemplary career education projects at the intermediate or local levels that were supported with PL95-207 funds. The identification of such exemplary projects would contribute to the eventual goal of increasing career education implementation nationwide. For those projects found to possess adequate evaluation data or potential to obtain that data, assistance might be provided to prepare summaries and submit them for review by the Joint Dissemination Review Panel. Approved projects could apply for dissemination funding through the National Diffusion Network. Their evaluation data could also be summarized to help validate the proposed logic model of PL95-207's ultimate impact on students (Figure 1).

The Incentive Act as a Model for Federal Aid to Education

Unlike many programs of federal assistance to education, PL95-207 started with a fundamental premise that career education was a state and local rather than a federal responsibility. It mandated nothing: states were free to accept or reject the formula-based funding in accordance with their own priorities. When they accepted Incentive Act funds, states were made aware of several major elements of the program that made it unique: (1) an increasing proportion of nonfederal financial commitments was required, such that after five years federal support would terminate altogether; (2) a wide range of state- and local-level implementation activities was permitted, with almost total state discretion in which ones could be selected; and (3) reporting requirements were minimal, with no requirements for counting what types of students received which services or for acquiring standardized forms of student outcome data (e.g., achievement tests). Supplanting, while being discouraged by a loosely worded maintenance of effort requirement, was not specifically prohibited.

In essence, PL95-207 is a modified block grant program that contains many of the benefits and few of the drawbacks associated with recent block grant policy initiatives. There is modest accountability, in that states are required to select from a large but finite list of acceptable activities and then to report annually on how much was spent on each type. The law requires funding for fiscal years 1982 and 1983 to be reduced to the extent that states are unsuccessful in attaining the objectives they have set for themselves in fiscal years 1980 and 1981. States are also required to "pass through" a minimum of 80 percent of the funds received, permitting a modest amount of state leadership while precluding the creation of a top-heavy bureaucracy.

Finally, the Incentive Act acknowledges that while career education implementation is ultimately a state and local responsibility, there is a legitimate and necessary federal leadership role, which is to be exercised within the bounds imposed by six and one-half percent of the total annual appropriation--a proportion that virtually preempts the claim of bureaucractic inefficiency.

As Department of Education policymakers and the Congress debate the relative merits of categorical versus block grants during the coming months, the success achieved by PL95-207 deserves attention as a possible model of relatively unobtrusive, flexible, efficient, and apparently effective federal aid to education.

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APPENDIX A

Major Objectives of Federal Career Education Incentive Program and Possible Indicators for Measuring Their Attainment

(Measurement Model)

Major Objectives of Federal Career Education Incentive Program and Possible Indicators for Measuring Their Attainment

Actor: Office of Career Education (OCE)

Major Objective		Possible Indicators		Possible Data Sources
1. There will be a significant increase in all states' capability to implement career education (CE).	a.	number of states participating in the program (submitting plans, assurances, reports, receiving and using funds)	a.	OCE records
	b.	number of states establishing new CE programs or expanding existing programs since receipt of PL 95-207 funds	b.	state reports
	c.	number and types of state staff members assigned to conduct CE implementation functions since receipt of PL 95-207 funds	c.	state reports, survey of SEAs
	d.	amounts of state funds and federal funds from programs that permit state allocation discretion (e.g., Title IV C) devoted to CE implementation functions since receipt of PL 95-207 funds	d.	state reports, survey of SEAs
	e.	number and types of statewide leadership (e.g., training, planning, evaluating) activities carried out by states since receipt of PL 95-207 funds	e.	state reports, survey of SEAs
	f.	frequency of OCE technical assistance (TA) events for state staff, degree of participation by state staff, and perceived utility of TA by state staff	f.	OCE records, state reports, survey of SEAs
	g.	number of CE projects submitted by states participating in the PL 95-207 program for approval by the Joint Dissemination Review Panel (JDRP); number of these projects approved by the JDRP; number of these projects entering the National Diffusion Network (NDN); number of NDN CE projects chosen for replication and visitation	g.	OCE records, JDRP records, NDN records, records of NDN member CE projects

OCE (continued)

Major Objective	Possible Indicators	Possible Data Sources
2. The career education concept will be widely understood by key actors at the national, state, and local levels (key actors include business, labor, industry, professional, civic and community groups as well as educators).	a. number and distribution of OCE-prepared (or OCE-collected) documents presenting CE concepts	a. OCE records
	b. number of speeches presenting CE concepts given by OCE staff, attendance, and audience reception	b. OCE records, survey of audiences
	c. number of OCE miniconferences held presenting CE concepts and outcomes of miniconferences	c. OCE records, documents, survey of participants
	d. number of OCE TA events for key actors, degree of participation, and outcomes of TA events	d. OCE records, survey of TA recipients
	e. accuracy of CE concept reflected in pronouncements, publications, etc., of national, state, local key actors	e. document analysis
	f. extent of participation by national business, labor, industry, professional, civic, and community groups in CE implementation at the state and local level	f. survey of national BLIP/CC groups, OCE records
3. The program of incentive grants to states will be administered on a timely and efficient basis.	a. number of state CE implementation plans reviewed; number of amendments requested and nature of suggested amendments; number of amendments reviewed	a. OCE records
	b. number of state plans finally approved and time required for final approval	b. OCE records
	c. number of annual state reports received within legal deadline, number of annual reports reviewed, and number of suggestions rendered for improvements or modifications of state implementation objectives	c. OCE records
	d. number of implementation grants provided to states and time elapsed between state submission of assurances (FY79) or plans (FY80) and actual receipt of funds	d. OCE records

OCE (continued)

Major Objective	Possible Indicators	Possible Data Sources
4. The discretionary programs of (1) model and demonstration project development and dissemination and (2) occupational information dissemination authorized by PL 95-207 Sections 10 and 12 will be administered in a timely and efficient manner.	a. number of OCE requests for and contract awards to projects designed to demonstrate effective CE methods and develop exemplary models	a. OCE records
	b. amount of funds provided to assist LEAs in adopting exemplary CE projects	b. OCE records
	c. number of exemplary CE projects chosen by LEAs for adoption or adaptation through the NDN	c. NDN records
	d. amount of funds provided to assist in the dissemination of information about federal sources of occupational and career information, number of documents disseminated	d. OCE records, NOICC records

Actor: National Advisory Council for Career Education (NACCE)

1. Reports and recommendations will be prepared regarding the accomplishments of CE implementation under PL 95-207.	a. number of meetings of NACCE and number of members in attendance	a. minutes of NACCE meetings
	b. number of reports and recommendations issued by NACCE regarding PL 95-207 accomplishments	b. OCE bibliography, minutes of NACCE meetings
2. Advice regarding needs for improved administration of PL 95-207 will be provided to the Director of OCE and the Secretary of Education.	a. number of memoranda or recommendations issued by NACCE to OCE and Education Department (ED)	a. minutes of NACCE meetings, NACCE records
	b. incidents of useful advice reported by OCE Director, other ED staff	b. ED staff interviews

Actor: State Education Agencies (SEAs)

Major Objectives	Possible Indicators	Possible Data Sources
1. SEAs will appoint functional state CE coordinators, apply for and use PL 95-207 funds, and initiate or increase state investments in CE implementation.	a. number of states participating in the PL 95-207 program (submitting plans, assurance, reports, receiving and using funds)	a. OCE records
	b. number of states establishing new CE programs or expanding existing programs since receipt of funds	b. state reports, survey of SEAs
	c. number and types of state staff members assigned to conduct CE implementation functions since receipt of PL 95-207 funds	c. state reports, survey of SEAs
	d. amounts of state funds and federal funds from programs that permit state allocation discretion (e.g., Title IV C) devoted to CE implementation functions since receipt of PL 95-207 funds	d. state reports, survey of SEAs
	e. level of state CE coordinator within the SEA administrative hierarchy	e. state reports, survey of SEAs
	f. extent of collaboration between state CE coordinator and officials of other SEA divisions/programs	f. state reports, survey of SEAs
2. Awareness of and commitment to CE among key actors at the state and local level (key actors include business, labor, industry, professional, civic and community groups as well as educators) will be developed or increased.	a. membership in and activity of state CE advisory council	a. state reports, survey of SEAs
	b. number and types of statewide leadership (e.g., training, planning, evaluating) activities carried out by states since receipt of PL 95-207 funds	b. state reports, survey of SEAs
	c. number and distribution of SEA-prepared (or SEA-collected) documents presenting CE concepts	c. SEA records
	d. number of speeches presenting CE concepts given by SEA staff, attendance, and audience reception	d. SEA records, survey of audiences
	e. number of SEA TA events for key actors, degree of participation, and outcomes of TA events	e. SEA records, survey of participants

SEAs (continued)

Major Objectives	Possible Indicators	Possible Data Sources
2. (cont'd)	f. extent of participation by national business, labor, industry, professional, civic, and community groups in CE implementation at the state and local level	f. survey of state BLIP/CC groups, SEA records
3. Increased state funding will be made available to IEAs/LEAs for CE implementation (in accordance with the provisions of PL 95-207, Section 8(a)(3), 8(b), and 8(c))	a. content of state plans, state funding guidelines, RFPs for PL 95-207	a. state plans, state reports, survey of SEAs
	b. state line-item appropriations for CE, both federal and non-federal programs	b. state budgets
	c. number and types of IEA/LEA CE projects funded in the state, as a proportion of total IEAs/LEAs, since receipt of PL 95-207 funds	c. state reports
4. Improved evaluations of CE implementation at the state and local level will be conducted, reported, and used.	a. number and types of state and local evaluations conducted	a. state reports
	b. extent of and uses of evaluations conducted	b. survey of SEAs
5. There will be a significant increase in the number of CE project applying for and obtaining state validation and adoption support funding through ESEA Title IV C.	a. number of CE projects applying for and obtaining state validation and adoption support funding through ESEA Title IV C	a. State Title IV C program records

Actor: Intermediate/Local Education Agencies (IEAs/LEAs)

Major Objectives	Possible Indicators	Possible Data Sources
1. IEAs/LEAs will appoint functional local CE coordinators, apply for and use PL 95-207 funds, and initiate or increase local investments in CE implementation.	a. number and types of IEA/LEA CE projects applying for and receiving CE funds in the state, as a proportion of total IEAs/LEAs, since receipt of PL 95-207 funds	a. state reports, survey of SEAs, survey of LEAs, LEA records
	b. number and types of IEA/LEA staff assigned to conduct CE implementation functions since receipt of PL 95-207 funds	b. state reports, survey of SEAs, survey of LEAs, LEA records
	c. amount of local funds and federal/state funds from other programs that permit local allocation discretion devoted to CE implementation functions since receipt of PL 95-207 funds	c. state reports, survey of SEAs, survey of LEAs, LEA records
	d. number and types of CE implementation activities initiated and completed at the LEA level, and numbers of participants, as a proportion of total possible participants (participants include educators, members of local BLIP/CC organizations, parents, and youths)	d. state reports, survey of SEAs, survey of LEAs, LEA records
	e. number of and degree of commitment expressed in local board of education CE policy statements	e. survey of LEAs, LEA records
2. Awareness of and commitment to CE among key actors at the local level (key actors include BLIP/CC groups as well as educators) will be developed or increased.	a. membership in and activity of local CE advisory council(s)	a. LEA records, survey of LEAs
	b. number and types of CE orientation and training activities carried out by IEAs/LEAs since receipt of PL 95-207 funds, attendance, and audience reception	b. LEA records, survey of LEAs, survey of audiences
	c. extent of participation by local BLIP/CC members and groups (including parents and parent groups) in CE implementation	c. LEA records, survey of LEAs

APPENDIX B

State Career Education Incentive Grants, FY79 and FY80

State	FY79	FY80
Alabama	$ 305,706	$ 224,866
Alaska	125,276	128,472
Arizona	189,030	141,179
Arkansas	171,756	128,472
California	1,682,038	1,237,131
Colorado	210,865	156,703
Connenticut	245,512	176,836
Delaware	125,341	128,472
District of Columbia	125,358	128,472
Florida	599,028	443,912
Georgia	422,710	310,496
Hawaii	125,518	128,472
Idaho	125,513	128,472
Illinois	907,341	659,560
Indiana	443,567	324,566
Iowa	234,658	170,287
Kansas	178,274	130,020
Kentucky	281,924	206,431
Louisiana	348,726	255,916
Maine	125,636	128,472
Maryland	340,905	245,971
Massachusetts	456,278	328,689
Michigan	777,628	565,199
Minnesota	333,735	241,846
Mississippi	212,170	156,703
Missouri	377,407	275,080
Montana	125,455	128,472
Nebraska	125,899	128,472
Nevada	125,369 **	
New Hampshire	125,497	128,472
New Jersey	581,755	419,412
New York	1,389,694	998,922
North Carolina	444,220	326,991
North Dakota	125,388	128,472
Ohio	873,447	635,303
Oklahoma*		
Public	210,313	153,410
Private	5,767	5,234
Oregon	182,185	135,356
Pennsylvania	906,038	654,224
Puerto Rico	304,729	226,807
Rhode Island	125,522	128,472
South Carolina	244,434	179,991
South Dakota	125,406 **	
Tennessee	339,601	250,579
Texas	1,058,241	784,244
Utah	125,806	128,472
Vermont	125,288	128,472
Virginia	408,695	299,822

Appendix B (continued)

State Career Education Incentive Grants, FY79 and FY80

State	FY79	FY80
Washington	$ 292,344	$ 216,619
West Virginia	143,728	128,472
Wisconsin	388,162	281,143
Wyoming	125,237	128,472
Guam	62,009	69,521
Virgin Islands	39,781	44,599
American Samoa	23,374	26,206
Northern Mariana Islands	8,629	9,674
Trust Territory of the Pacific	66,207	***
TOTAL	$18,700,000	$14,025,000

*The private school students in the state of Oklahoma are being served under by-pass arrangement.

**After submitting the required assurances and receiving their FY79 grants, these two states decided to withdraw from the Career Education Incentive Act program. Their FY79 funds were returned to the U.S. Treasury.

***The Trust Territory of the Pacific Islands elected not to participate in the FY80 program.

APPENDIX C

Discretionary Projects and Activities Supported with FY79/FY80 Career Education Incentive Act Funds

C-1 Identifying and Compiling Information About Community Based Organizations Efforts to Serve In-School Youth and Identifying and Compiling Information About Minority Community Based Organizations Efforts to Serve In-School Youth (InterAmerica Research Associates)

C-2 Implementation of Section 12(a) of the Career Education Incentive Act (Public Law 95-207), Fiscal Year 1979 (NOICC)

C-3 Special Project: Technical Assistance to Support Exemplary Career Education Program Dissemination (Capla Associates)

Appendix C-1

IDENTIFYING AND COMPILING INFORMATION ABOUT COMMUNITY BASED ORGANIZATIONS EFFORTS TO SERVE IN-SCHOOL YOUTH

Contractor: InterAmerica Research Associates Rosslyn, Virginia	Contract Award from Career Education Program for: 10/1/79 - 12/31/80 $496,368 Contract No. 300790703

PROJECT DIRECTOR:
Ted M. Barrera
InterAmerica Research Associates
1500 Wilson Boulevard
Suite 800
Rosslyn, Virginia 22209
703/522-0870

PARTICIPATING:
INSTITUTION(S):
Representatives of Community Based Organizations (CBOs) and State Coordinators of Career Education

MAJOR OBJECTIVES

1. To design a plan of action for each community based organization that identifies how a joint effort with educators at State and local levels can best be achieved.

2. To devise preliminary plans for use in each State illustrating how, under the leadership of a State Coordinator of Career Education, maximum involvement in the effective delivery of career education at the local level can be obtained from community based organizations involved in this project.

PROJECT ACTIVITIES

InterAmerica will contact CBOs who have already expressed an interest to the Office of Career Education in working collaboratively in career education. A series of two-day mini-conferences for representatives of participating CBOs and State Coordinators will be organized and implemented.

A plan of action will be designed and developed with each CBO that identifies how a joint effort with educators at State and local levels can best be achieved.

In addition, plans will be developed for use in each State specifying how, under the leadership of a State Coordinator of Career Education, maximum involvement in the effective delivery of career education at the local level can be obtained from CBO's involved in this project.

Four two-day regional conferences will be held in locations geographically dispersed around the nation, and the culminating activity will be a national conference conducted in Washington, D.C.

COMMUNICATION

A single volume of notes compiled from all of the miniconferences will be submitted to the Office of Career Education at the end of the miniconference series.

Three copies of a final report covering all project activities will be submitted at the end of the contract.

IDENTIFYING AND COMPILING INFORMATION ABOUT MINORITY COMMUNITY BASED ORGANIZATIONS' EFFORTS TO SERVE IN-SCHOOL YOUTH

Contractor: InterAmerica Research Associates, Inc. Rosslyn, Virginia	Contract Award from Career Education Program for: 10/1/80 - 9/30/81 $211,789 Contract No. 300-80-0785

PROJECT DIRECTOR: Norberto Cruz, Jr.
InterAmerica Research Associates, Inc.
1555 Wilson Boulevard, Suite 600.
Rosslyn, Virginia 22209 .
(703) 522-0870

PARTICIPATING INSTITUTION(S): Representatives of Minority Community Based Organizations (CBOs)

MAJOR OBJECTIVES

1. To identify community based organizations that are actively working with minority youth.

2. To document how minority community based organizations can become more involved in career education by the development of interests, resources, and expertise in creating linkages with career education programs in order to expand opportunities for minority youth.

PROJECT ACTIVITIES

InterAmerica will contact minority CBOs who have already expressed an interest to the Office of Career Education in working collaboratively with career education programs.

A series of two-day mini-conferences for representatives of participating minority CBOs will be organized and implemented in the Washington, D.C. metropolitan area.

COMMUNICATION

A single volume of notes compiled from all of the mini-conferences will be submitted to the Office of Career Education at the end of the mini-conference series. Three copies of a final report covering all project activities will be submitted at the end of the contract.

Appendix C-2

OCE, DOL, and NOICC Collaborate on Dissemination of Information About Federal Sources of Career Information

Section 12(a) of the Career Education Incentive Act (Public Law 95-207) calls for the Office of Career Education (OCE) of the U.S. Department of Education, after consultation with the National Occupational Information Coordinating Committee (NOICC), to furnish information to interested parties about "Federal programs which gather, analyze, and disseminate occupational and career information."

Consultations with NOICC early in Fiscal Year 1979 (the first year of operation of Public Law 95-207) indicated that NOICC had already arranged for the development of the manuscript of a publication to be entitled NOICC-Related Activities: A Review of Federal Programs. It was determined that this publication would, in fact, identify and describe "Federal programs which gather, analyze, and disseminate occupational and career information."

OCE and the NOICC staff decided that the best use of the Fiscal Year 1979 funds under Section 12(a) of Public Law 95-207 would be to provide for the printing and distribution of additional copies of NOICC-Related Activities: A Review of Federal Programs, over and above the number of copies which NOICC would have been able to print with its own resources. Accordingly, under the authority of Section 5(a)(2)(B) of Public Law 95-207, Fiscal Year 1979 career education funds were reserved and made available to supplement NOICC's printing order for the new publication. These funds provided for the printing and distribution of 6,200 supplementary copies of the 290-page publication. The supplementary copies were widely distributed across the country, with one of the main channels of distribution being the State Coordinators of Career Education.

Early in Fiscal Year 1980, further consultations were held with NOICC concerning the implementation of Section 12(a) of Public Law 95-207. These consultations indicated that the U.S. Department of Labor (DOL) was already at work on the development of the manuscript for a publication to be entitled A Counselor's Guide to Occupational Information: A Catalog of Federal Career Publications. It was determined that this publication would serve to identify and describe "Federal programs which gather, analyze, and disseminate occupational and career information," as called for under Section 12(a) of the Career Education Incentive Act.

OCE and the NOICC staff decided that the best use of the Fiscal Year 1980 funds under Section 12(a) of Public Law 95-207 would be to provide for the printing and distribution of additional copies of A Counselor's Guide to Occupational Information: A Catalog of Federal Career Publications, over and above the number of copies which DOL would have been able to print with its own resources. The manuscript for the Counselor's Guide was completed and sent to the U.S. Government Printing Office for printing in July of 1980. At that time, under the authority of Section 5(a)(2)(B) of Public Law 95-207, the U.S. Department of Education reserved Fiscal Year 1980 career education funds and made these funds available to supplement DOL's printing order for the new publication.

The printing of the publication has now been completed and the finished copies have been delivered by the Government Printing Office. A total of 21,500 supplementary copies of the 63-page publication were printed with the Fiscal Year 1980 career education funds made available under Public Law 95-207.

The main channel for the distribution of the supplementary copies of the Counselor's Guide is through the State Coordinators of Career Education in each of the States and territories. Multiple copies of the Guide have been shipped to each State Coordinator of Career Education. The number of copies per State varies from 595 copies per State (sent to the States with the largest populations) to 210 copies per State (sent to the States with the smallest populations). The State Coordinators of Career Education have been requested to distribute the Counselor's Guide to individuals in each State who are interested in and can benefit from this type of information.

In addition, OCE will furnish single copies free to individuals who write in and ask for them, as long as the supplementary stocks last. After these stocks are exhausted, interested individuals can order additional copies directly from the U.S. Government Printing Office at a price of $3.50 per copy. An order should specify the title of the publication, as well as the GPO Stock Number which is 029-001-02490-8. Orders should be addressed to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

It is believed that A Counselor's Guide to Occupational Information: A Catalog of Federal Career Publications will be useful to persons in State and local educational agencies who are involved in developing and implementing career education programs, vocational education programs, and CETA-related programs and who can benefit from knowledge about the many Federal sources of occupational and career information.

Note: Both of the publications mentioned above are now available in the ERIC System under the accession numbers ED-178-773 and ED-195-747.

Appendix C-3

SPECIAL PROJECT: TECHNICAL ASSISTANCE TO SUPPORT EXEMPLARY CAREER EDUCATION PROGRAM DISSEMINATION

Contractor: Capla Associates, Inc.
18 Overlook Avenue
Rochelle Park, New Jersey 07662
(201) 845-3399

Supplemental Contract Award
from Career Education Program for:
10/1/79 - 6/30/80
$116,250
Contract No. 300770447

PROJECT DIRECTOR: Dr. Mary Ann Lachat
President, Capla Associates, Inc.

PROJECT COORDINATOR: Dr. Alfred Gitlitz
Vice President, Evaluation and Planning
Capla Associates, Inc.

PARTICIPANTS: Career Education Projects Approved by the Joint Dissemination Review Panel (JDRP)

State Career Education Coordinators

MAJOR OBJECTIVES

The major objectives of this Special Project are:

1. To assist exemplary career education programs to develop effective dissemination materials and strategies;
2. To inform State Career Education Coordinators about all JDRP-approved programs;
3. To assist State Career Education Coordinators to (a) utilize relevant dissemination resources and (b) establish processes for identifying/validating outstanding programs in their States; and
4. To determine the needs of States for further technical assistance in adopting exemplary career education programs and in implementing a process for identifying new JDRP-approved programs.

PROJECT ACTIVITIES

The Technical Assistance Base of the National Diffusion Network (TAB/NDN) is a national technical assistance project which provides a regionalized system of training and support services to individuals and groups associated with the U.S. Office of Education's National Diffusion Network (NDN).

TAB serves a variety of clients with primary emphasis upon funded NDN Developer/Demonstrators (D/Ds) and State Facilitators (SFs). On a more limited basis, dissemination units of State Education Agencies, and exemplary projects not funded as D/Ds may also avail themselves of TAB's services. These services draw upon a continually expanding Consultant Resource Bank of over 300 specialists. These individuals come from education, business, and other professions.

Through this Special Project, TAB will conduct a number of activities aimed at supporting dissemination efforts in career education. These activities will involve the providing of technical assistance to exemplary career education projects and State Career Education Coordinators as well as the development of a "Handbook for Disseminators."

Training/Technical Assistance to Exemplary Career Education Programs

TAB will sponsor workshops and provide direct consultation to exemplary career education programs to assist them in the development of effective dissemination materials and strategies. Materials which TAB will help the programs develop will include: (1) awareness materials which can be used by State Career Education Coordinators and State Facilitators to help local education agencies make decisions about adopting the programs and, (2) training, management, and evaluation materials which relate to program implementation at an adopter site. Travel and per diem expenses will also be paid through TAB to allow one person from each JDRP-approved career education program to present/display the program at a National Career Education Conference to be held during March, 1980.

Training/Technical Assistance to State Career Education Coordinators

TAB will sponsor a training seminar for State Career Education Coordinators at the National Career Education Conference in March, 1980. This seminar shall consist of four interrelated sessions dealing with: (1) the IVD (Identification, Validation, and Dissemination) process of the Division of Educational Replication as a model for States to use in identifying and validating outstanding career education programs; (2) the JDRP process and JDRP requirements; (3) the NDN - its goals, processes, components, and how to use it; and (4) a management system for disseminating career education information on a statewide basis. The training seminar will also provide opportunities for the identification of future training/technical assistance needs. TAB will pay part of the travel and per diem expenses for State Career Education Coordinators to attend the National Conference.

Appendix C-3 (continued)

"Handbook for Disseminators"

A handbook will be developed to assist future exemplary career education programs in their dissemination efforts. The handbook will serve as a guide for any JDRP-approved program in regard to techniques and procedures for effective dissemination.

APPENDIX D

BUSINESS/INDUSTRY/LABOR INVOLVEMENT IN CAREER EDUCATION: A NATIONAL SURVEY*

Steven M. Jung

Lauri Steel

American Institutes for Research

Palo Alto, California 94302

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* This paper was initially prepared for delivery at the 1981 Annual Meeting of the American Educational Research Association. The survey was conducted under the terms of Contract No. 300-79-0544 with the Office of Evaluation and Program Management, U.S. Department of Education. Opinions expressed in this paper do not necessarily reflect the position or policy of the sponsor, and no official endorsement by the sponsor should be inferred. The assistance of Ms. Susan McBain and Ms. Marcella Kingi in conducting telephone interviews is gratefully acknowledged.

Business/Industry/Labor Involvement in Career Education: A National Survey

One of the cornerstones of career education, as reflected in the Career Education Incentive Act (PL95-207), is the promotion of active involvement between the education and business/industry/labor communities. Steel, Jung, McBain, and Kingi (1980) have documented extensive private sector involvement at the state and local levels. However, little documentation exists regarding the nature or extent of private sector involvement in career education at the national level, much less the extent to which such involvement has been stimulated, directly or indirectly, by the Incentive Act program. While specific instances of national business or labor support for career education have been reported (e.g., Education Commission of the States, 1979; Hutton & Bramlet, 1979; Hensley & Schulman, 1977; Hoyt, 1980), it is not clear whether these represent isolated occurrences or are indicative of a trend. As part of a Department of Education funded rapid feedback evaluation of Incentive Act implementation, AIR staff conducted a survey of business, industry, and labor organizations to obtain some preliminary answers to these questions. The survey was directed to the nation's 100 largest business and labor organizations and focused on commitment to and support for career education, and career education types of activities at the highest corporate levels within these organizations.

The sample of organizations selected for this survey included the 75 largest industrial firms (determined by sales volume as reported by Fortune magazine, 1980), the 15 largest nonindustrial firms (determined by total sales or assets, as appropriate, as reported by Fortune magazine, 1980), and the 12 largest labor unions (determined by number of members, as reported by Information Please Almanac, 1979). Unstructured telephone interviews were conducted with all but eight, or 92%, of these organizations.* The composition of the sample is summarized in Table 1.

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* Two organizations explicitly declined to participate in the survey; six others effectively declined by virtue of the responsible individuals not being available to talk with us and not returning repeated telephone calls.

Table 1

Numbers of Business and Labor Organizations Interviewed

	Number Selected	Number Interviewed	%
Industrial Firms			
Energy and Chemical	30	24	80
Agriculture/Foods/Forest Products	14	13	93
Other Manufacturing	31	30	97
TOTAL	75	67	89
Non-Industrial	15	15	100
Labor Unions	12	12	100
TOTAL	102	94	92

Interviews were conducted with the individual(s) in each organization who were responsible for educational or community relations. This function was typically carried out by a middle- or high-level management official in the public relations or personnel department. Responents were asked questions regarding (1) their awareness of career education efforts within elementary and secondary schools, (2) the extent to which their organizations had endorsed career education or career education-type activities, and (3) the nature and extent of support that had been provided to schools by their organizations. Again, the emphasis was on national corporate or organizational support, rather than on support at the local, branch, or regional level. The results of this survey ralating to each of these three general questions are summarized below.

Awareness of Career Education

The extent of awareness of career education, overall and by type of organization, is summarized in Table 2. As can be seen, over one-half of the organizations in general, and nearly two-thirds of all organizations other than energy and chemical firms, had some awareness of career education in general. Further, most representatives had a reasonably accurate understanding of the objectives of career education. Pre-employment skills (including both basic skills and information about work and jobs) and career planning/decision making skills were most frequently mentioned as the perceived objectives of career education. Several respondents also made reference to the concept of infusion and to career education being for all students. Nearly two-thirds of the respondents who had heard of career education accurately differentiated it from vocational education.

When asked how they had become aware of career education, surprisingly few individuals mentioned communications from or contacts with federal or state level career education officials. In fact, only 15 (17%) knew of federal or state level career education activities or of the Incentive Act. A few mentioned having heard of career education in the early 1970s, but not having heard anything further in recent years. The majority of respondents who were aware of career education appeared to have learned of it through personal contacts or from local sources. For example, some respondents mentioned learning of career education from their own children, and several mentioned contacts or requests from local schools as their initial source of awareness. As can be seen in Table 2, nearly twice as many respondents reported being aware of local career education activities than reported knowing of federal or state level efforts.

Endorsement of Career Education

Formal endorsement of career education by name was very rare for the sample of organizations contacted, as shown in Table 3. Only three organizations, or 4% of the sample, had adopted official policy statements supporting career education, and only two had issued guidelines for local site or branch involvement in career education activities. However, 17% reported having actively supported federal career education legislation and 11% reported supporting state legislation. Further, 14% of these national organizations had policies advocating support for and involvement in educational programs in general, and 6% had issued guidelines covering such cooperative efforts. Thus, while explicit endorsements of career education were not prevalent among these organizations, the concept of cooperation with educational institutions did receive some formal support.

Table 2

Awareness of Career Education among Business, Industrial, and Labor Organizations

	Is R aware of CE movement?		Is R's perception of CE accurate?		Does R differentiate between CE/VE?		Is R aware of CEIA or PL 95-207?		Is R aware of federal CE activities?		Is R aware of state CE activities?		Is R aware of local CE activities?	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Energy & Chemical														
#	7/22	15/22	6/21	15/21	5/20	15/20	2/22	20/22	1/22	21/22	2/22	20/22	2/19	17/19
% (N=24)	32%	68%	29%	71%	25%	75%	9%	91%	5%	95%	9%	91%	11%	89%
Ag./Foods/Forest														
#	8/13	5/13	4/13	9/13	4/13	9/13	1/13	12/13	1/13	12/13	1/13	12/13	4/13	9/13
% (N=13)	62%	38%	31%	69%	31%	69%	8%	92%	8%	92%	8%	92%	31%	69%
Other Manufacturing														
#	19/31	12/31	14/29	15/29	14/29	15/29	6/29	23/29	6/30	24/30	6/30	24/30	12/30	18/30
% (N=30)	61%	39%	48%	52%	48%	52%	21%	79%	20%	80%	20%	80%	40%	60%
Non-Industrial														
#	9/15	6/15	7/14	7/14	7/15	8/15	3/14	11/14	4/14	10/14	2/14	12/14	4/13	9/13
% (N=15)	60%	40%	50%	50%	47%	53%	21%	79%	29%	71%	14%	86%	31%	69%
Union														
#	8/12	4/12	5/6	1/6	3/9	6/9	3/12	9/12	4/12	8/12	2/9	7/9	2/8	6/8
% (N=12)	67%	33%	83%	17%	33%	67%	25%	75%	33%	67%	22%	78%	25%	75%
TOTAL														
#	51/93	42/93	36/83	47/83	33/86	53/86	15/90	75/90	16/91	75/91	13/88	75/88	24/83	59/83
% (N=94)	55%	45%	43%	57%	38%	62%	17%	83%	18%	82%	15%	85%	29%	71%

NOTE: Denominator in all cases indicates total number of respondents whose reply could be categorized as predominantly affirmative or negative.

Table 3

Formal and Informal Support for Career Education among Business/Industrial/Labor Organizations

	Does R's organization have written CE policy?		If yes, when adopted?	If yes, was CE the impetus for policy?		Does R's organization have guidelines for local CE involvement?		Does R's organization support state CE legislation?		Does R's organization support federal CE legislation?		Does R's organization have written policy on educational involvement?		If yes, when adopted?	If yes, was CE the impetus for policy?		Does R's organization have guidelines for educational involvement?		Does R's organization informally support involvement?		If yes, when did support begin?	If yes, was CE the impetus for support?	
	Y	N	Year	Y	N	Y	N	Y	N	Y	N	Y	N	Year	Y	N	Y	N	Y	N	Year	Y	N
Energy & Chemical #	0/18	18/18				0/18	18/18	0/5	5/5	0/5	5/5	3/24	21/24		0/2	2/2	2/23	21/23	15/21	6/21		0/15	15/15
% (N=24)	--	100%				--	100%	--	100%	--	100%	13%	87%		--	100%	9%	91%	71%	29%		--	100%
Ag./Foods/Forest #	0/13	13/13				0/13	13/13	0/6	6/6	0/6	6/6	2/12	10/12		0/2	2/2	0/12	12/12	9/13	4/13		0/9	9/9
% (N=13)	--	100%				--	100%	--	100%	--	100%	17%	83%		--	100%	--	100%	69%	31%		--	100%
Other Manufacturing #	1/29	28/29		1/1	0/1	2/29	27/29	2/13	11/13	2/13	11/13	3/29	26/29		1/2	1/2	1/28	27/28	18/28	10/28		0/19	19/19
% (N=30)	3%	97%		100%	--	7%	93%	15%	85%	15%	85%	10%	90%		50%	50%	4%	96%	64%	36%		--	100%
Non-Industrial #	0/14	14/14				0/14	14/14	0/1	1/1	0/1	1/1	3/14	11/14		0/3	3/3	2/14	12/14	6/11	5/11		0/5	5/5
% (N=15)	--	100%				--	100%	--	100%	--	100%	21%	79%		--	100%	14%	86%	55%	45%		--	100%
Union #	2/8	6/8		2/2	0/2	0/6	6/6	1/3	2/3	3/5	2/5	1/9	8/9				0/8	8/8	6/11	5/11		0/5	5/5
% (N=12)	25%	75%		100%	--	--	100%	33%	67%	60%	40%	11%	89%				--	100%	55%	45%		--	100%
TOTAL #	3/82	79/82		3/3	0/3	2/80	78/80	3/28	25/28	5/30	25/30	12/88	76/88		1/9	8/9	5/85	80/85	54/84	30/84		0/53	53/53
% (N=94)	4%	96%		100%	--	3%	97%	11%	89%	17%	83%	14%	86%		11%	89%	6%	94%	64%	36%		--	100%

NOTE: Denominator in all cases indicates total number of respondents whose reply could be categorized as predominantly affirmative or

Informal support, on the other hand, was very pronounced, with 64% of these organizations indicating some level of investment of corporate or organizational resources (e.g., personnel time, facilities and equipment, funds) in education-related programs and activities. While many of these activities were not associated with career education *per se*, they did represent instances of cooperation between business/labor organizations and educational institutions with the objective of preparing students for post-high school education and careers. Examples of the kinds of activities being carried out by business and labor organizations are described in the following section.

Nature and Extent of Business/Labor Involvement in Education-Related Programs

The proportions of organizations in the sample, by type, that had engaged in various kinds of education-related activities during the past year are summarized in Table 4. As can be seen, over three-fourths of the organizations contacted were engaged in at least some career education-type activities (i.e., activities aimed directly or indirectly at promoting students' awareness of the work world and career planning/decision-making skills). Fifty percent or more of the sample reported having provided staff to serve as resource persons in school classes, developing and/or providing materials for use in classrooms, and/or providing work-experience or work-exploration opportunities for students. Somewhat smaller proportions of the sample (25% or less) had been involved in providing equipment to schools, conducting training sessions or workshops, providing work exploration opportunities for teachers, serving on state or local advisory panels, and/or providing funds or other resources (e.g., facilities for meetings, printing services, etc.) for career-related activities.

Examples of many of the specific kinds of activities engaged in by the organizations surveyed are shown in Table 5. Within these categories, the level of an organization's investment in these various activities varied widely. For example, some organizations had developed simple PR brochures, which were distributed on request. However, several were spending thousands of dollars (and in a few cases, hundreds of thousands) to develop comprehensive curricula. These materials were intended to be

Table 4

Business/Industry/Labor Involvement with Schools

	Has R's organization worked with SEA or LEAs since July 1979?		Materials	Resource persons	Equipment	Training/workshops	Student work experience	Teacher work experience	Funds	Other resources	Advisory council participants	Other	Is this a new activity?		If not, how long conducted? (Since...)	Has activity level increased in past year?		Was CE the impetus for these activities?	
	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Year	Y	N	Y	N
Energy & Chemical #	20/24	4/24	16	17	5	4	13	4	5	1	3	5	2/18	16/18		7/14	7/14	0/16	16/16
% (N=24)	83%	17%	55%	59%	17%	14%	45%	14%	17%	3%	10%	17%	11%	89%		50%	50%	--	100%
Ag.Foods/Forest #	10/13	3/13	6	8	2	1	8	4	4	1	5	2	0/10	10/10		4/8	4/8	1/9	8/9
% (N=13)	77%	23%	43%	57%	14%	7%	57%	29%	29%	7%	36%	14%	--	100%		50%	50%	11%	89%
Other Manufacturing #	21/29	8/29	17	16	6	6	13	7	10	6	7	2	1/20	19/20		5/16	11/16	4/18	14/18
% (N=30)	72%	28%	55%	52%	19%	19%	42%	23%	32%	19%	23%	6%	5%	95%		31%	69%	22%	78%
Non-Industrial #	12/15	3/15	8	11	3	4	12	6	3	4	3	2	0/11	11/11		4/12	8/12	1/11	10/11
% (N=15)	80%	20%	53%	73%	20%	27%	80%	40%	20%	27%	20%	13%	--	100%		33%	67%	9%	91%
Union #	8/11	3/11	8	5	--	2	1	--	1	1	2	2	0/8	8/8		2/6	4/6	2/8	6/8
% (N=12)	73%	27%	67%	42%	--	17%	8%	--	8%	8%	17%	17%	--	100%		33%	67%	25%	75%
TOTAL #	71/92	21/92	55	57	16	17	47	21	22	13	15	13	3/67	64/67		22/56	34/56	8/62	54/62
% (N=94)	77%	23%	59%	61%	17%	18%	50%	22%	23%	14%	16%	14%	4%	96%		39%	61%	13%	87%

NOTE: Denominator in all cases indicates total number of respondents whose reply could be categorized as predominantly affirmative or negative. Percentages of yes-only categories do not add to the numbers of respondents

Table 5

Examples of Business/Industry/Labor Support of Career Education-Type Activities

Materials

Development and distribution of brochures describing organization and associated employment opportunities

Film series describing industry in general (e.g., careers in science and technology)

Film series on economics and role of private enterprise

Mobile van providing short course on particular field (e.g., arts, fossil fuels)

Instructional aids (e.g., workbooks) to accompany films

Special curricula (including objectives and materials) on industries or careers (e.g., role of labor in U.S. history) for infusion in academic programs

Resource Persons

Classroom speakers on occasional basis

Representatives for career fairs, career days

Employees who teach special unit in classes (e.g., on business occupations)

Sponsors for Junior Achievement programs and activities

Equipment

Donating equipment and materials for use in schools (e.g., typewriters, calculators, rubber products)

Underwrite costs of facilities or equipment

Work Experience and Exploration

Summer jobs programs for students

Coop and Work Study programs

Programs in association with CETA Private Industry Councils

Tours of plant and facilities for students, teachers and counselors

Summer workshops for teachers and counselors to develop on-the-job experience

Invitations to students to attend company functions (e.g., shareholders' meetings)

Funds

Award grants through company-sponsored foundations to local education agencies

Provide awards for achievement or talent searches

Underwrite costs of equipment or special resource persons for schools

Underwrite costs of materials development and dissemination efforts

Underwrite costs of student or teacher participation in special enrichment programs (e.g., summer arts institute, summer college program on science and technology)

Adopt-a-School program participation

educational rather than public-relations in orientation, and the company's name appeared only as a sponsor if at all. Similarly, with regard to resource persons, some companies estimated providing 2-3 speakers a year while others provided 20-30 (across several sites) a month. Several respondents indicated their organizations supported the idea of collaboration with schools, but currently lacked the resources to make much contribution. This was most prevalent for companies in fields experiencing economic difficulties, such as the airlines and auto companies. Energy and chemical industry firms, on the other hand, which were enjoying strong profitability, appeared to be especially active (although as a group they were the least aware of career education as a distinct educational effort).

In general, most of the organizational representatives surveyed indicated that implementing career education was not the primary impetus for their activities. Rather, several cited a desire to inform students (and the public in general) about their field and its role within the economy. (This was especially true of the energy and chemical firms.) A second major factor in these organizations' motivation to cooperate with schools was a sense of obligation to the local community. One respondent characterized this attitude as "It's good business to be a good neighbor." Companies that were the major employer in a community were especially inclined toward this view regarding the welfare of their employees and their employees' families. A third factor influencing organizations to cooperate with schools concerned recruiting and a desire to improve the "quality" of individuals who would be applying to them for work. Finally, and encouragingly, several respondents indicated that their organization's involvement was in response to direct requests from schools.

As can be seen from the activities listed in Table 5, many of these efforts are not new ideas. Rather, they represent activities in which the businesses have been engaged for many years. However, a sizable proportion of respondents (39%) reported that the level of their activity had increased in the past year, relative to previous years. Most attributed this to a greater receptivity and willingness to participate on the part of the public schools, qualities the respondents' associated with declining public funding and greater interest in preparing students for careers rather than college entry.

Summary

In summary, there was considerable interest in and support for the objectives of career education among the nation's largest private sector organizations. Further, there is clearly considerable support for the concept of cooperative efforts aimed at better preparing students for the world of work. The finding that many private sector representatives were unaware of PL95-207 or the national effort to promote career education implementation indicates the time may be right for a concerted effort by national career education leaders to contact and establish plans for coordinated career education involvement by the nation's leading business, industry, and labor organizations.

We believe that this effort would be most effective if it were conducted under the aegis of a "neutral" organization, rather than an organization representing the interests of the Department of Education or any one of the three private sectors.

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APPENDIX E

Samples for State Report Analyses and Site Visits

E-1 Sample of FY80 Annual Reports Analyzed

E-2 Sample and Methods Used in SEA Site Visits

E-3 Sample and Methods Used in IEA/LEA Site Visits

Appendix E-1

Sample of FY80 Annual Reports Analyzed

The sample of states whose FY80 annual reports were analyzed as part of the rapid feedback evaluation is listed below. This group is reasonably representative of the population of states participating in the program. Together these states comprised 51% of the states participating in the career education incentive program, and their FY79 allotments represent 51% of the FY79 funds that were allotted. Seven of the states in this group were "minimum allotment" states, representing 50% of the total number of states that received minimum allotments in FY79.

State	FY79 Funding Level
Alabama	305,706
Arkansas	171,756
Colorado	210,856
Delaware	125,341
District of Columbia	125,358
Florida	599,028
Georgia	422,710
Idaho	125,513
Iowa	234,658
Kansas	178,274
Louisiana	348,726
Massachusetts	456,278
Missouri	377,407
Montana	125,455
Nebraska	125,889
New Jersey	581,755
New York	1,389,694
North Carolina	444,220
North Dakota	125,388
Ohio	873,447
Oregon	182,185
South Carolina	244,434
Tennessee	339,601
Texas	1,058,241
Vermont	125,288
Total (N=25)	$9,297,217

Appendix E-2

Sample and Methods Used in SEA Site Visits

In order to provide a balanced picture of program performance, the sample of nine states to be visited was selected so as to reflect the major geographic regions in the country and to include states that had high, medium, and low levels of previous support for career education. The latter variable was included as a primary stratification variable because the uses and resulting impact of the Incentive Act funds might vary, depending on the extent to which the state had previously supported the development of a career education program. Indeed, McLaughlin (1976) found level of state support to be a key determinant of career education activity at both the state and local levels. Because data on current levels of state support for career education were not available when the sample was selected, data on state-level support for career education from AIR's 1974-75 survey of the status of career education (McLaughlin, 1976) were used to identify states with high, medium, and low levels of state support. Three states were selected from each of those categories; together, the states selected represent nine of the ten ED geographic regions. The states included in the sample are shown in Table A.

State Career Education Coordinators in each of the selected states were contacted by AIR project staff, who requested their participation. All coordinators agreed, and visits were subsequently made to each state by two-person teams of trained and experienced AIR staff members. During these two- to three-day visits, the team members interviewed the State Coordinator of Career Education, other SEA staff involved in career education programs, and members of the State Career Education Advisory Council. Structured interview and data recording forms were used to obtain information regarding state-level career education activities and accomplishments.

Table A

States Selected for Site Visits

ED Region	State	Rationale
Region I	Massachusets	Largest state in region, high ($750,000) state CE funding reported in 1974 (Vermont visited in Phase I)
Region II	New Jersey	Second largest state in region, high ($2million +) state CE funding reported in 1974 (New York visited in Phase I)
Region III	Pennsylvania	Largest state in region, no state CE funding reported in 1974 (Maryland visited in Phase I)
Region IV	Georgia	Second largest state in region, medium ($276,450) state CE funding reported in 1974 (Florida visited in Phase I)
Region V	Ohio	Largest state in region, high ($2.5 million) state CE funding reported in 1974 (Michigan visited in Phase I)
Region VI	Louisiana	Second largest state in region, no state CE funding reported in 1974, but $6 million in combined CE and Voc. Ed. funding (Texas visited in Phase I)
Region VII	Missouri	Largest state in region, medium ($350,000) state CE funding reported in 1974 (selected for Phase I visit but not visited)
Region VIII	Montana	A minimum funding state, no state CE funding reported in 1974 (Colorado visited in Phase I)
Region IX	No State Selected	California and Arizona visited in Phase I, Nevada returning PL95-207 funds, insufficient funds to visit Hawaii
Region X	Oregon	Second largest state in region, significant IHE involvement, modest ($25,000) state CE funding reported in 1974 (Idaho visited in Phase I)

Appendix E-3

Sample and Methods Used in IEA/LEA Site Visits

In addition to the state-level interviews, project staff also visited three to five intermediate and/or local educational agencies in each state that were receiving Incentive Act funds. In selecting the intermediate and local education agencies to be visited, no attempt was made to obtain a representative sample. The small number of projects that could be visited with the resources available precluded the possibility that the results obtained could be generalized to the population of IEAs or LEAs in the states participating in the Incentive Act program. Rather, our intent was to observe intermediate and local level projects in action to determine the range of activities that were being carried out and needs that were being addressed. State coordinators were therefore asked to nominate several IEAs and/or LEAs in their respective states that had received FY79 PL95-207 funds to implement career education and whose projects were already underway. Within the states, the state coordinators typically suggested projects that illustrated the various types of projects they were supporting (e.g., establishment of resource centers, development of staff training programs) and the various local contexts in which career education was being implemented (e.g., small rural districts, suburban districts, urban/inner-city districts). A list of the seven IEAs and 24 LEAs visited is provided in Table B.

At the IEA level, interviews were conducted with the director or person in the agency responsible for career education. At the local level, project staff interviewed the local career education coordinator and/or project director. In addition, at most of the LEAs project staff also met with teachers or counselors participating in the project and/or a member of the local career education action council. Both IEA and LEA interivews were unstructured in nature, with the interviewers attempting to determine how the various agencies were involved in career education implementation and to collect pertinent indicators of intermediate and local-level program performance.

Table B

LEA/IEA Sites Visited

Region	State	LEAs	IEAs
I	Massachusetts	Merrimac	Northeast Regional Education Center Worcester CE Consortium, Inc.
II	New Jersey	Hamiltown Township Millburn School for Hearing Impaired Jersey City Wayne Township	Educational Improvement Center/Northeast Educational Improvement Center/Central
III	Pennsylvania	Altoona West Shore District Philadelphia	Bucks County Intermediate Unit Delaware County Intermediate Unit Central Susquehanna Intermediate Unit
IV	Georgia	Rome City Muscogee County	
V	Ohio	Scioto County East Cleveland	
VI	Louisiana	St. Tammany Parish Ascension Parish Jefferson Parish	
VII	Missouri	Mid-Buchanan R-V University City St. Louis Kansas City	
VIII	Montana	Missoula Helena Stevensville	
X	Oregon	Salem Medford	